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ABSTRACT

Intended to help classroom teachers develop basic orientation and mobility skills in young visually impaired children, the curriculum guide contains five interrelated sections that deal with body image, basic sensory concepts and abilities, motor coordination, sensory modalities, and pre-cane skills. Each section contains a brief introduction and definitions of specific skills to be developed; checklists in chart form suitable for individual needs assessmnt and posttesting; and suggested activities, games, materials, and references. Noted are low vision and mobility aids kits and an orientation and mobility slide-tape presentation that are obtainable from the Instructional Materials Center of the Illinois Office of Education. The section on pre-cane skills features a script of the slide-tape presentation and illustrations of basic skills to be taught. Also included in the guide are a glossary, a bibliography of 56 references, and extra copies of the needs assessment charts. (LH)

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A curriculum guide

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for

THE DEVELOPMENT OF BODY AND SENSORY AWARENESS FOR THE VISUALLY IMPAIRED.

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A CURRICULUM GUIDE FOR THE DEVELOPMENT OF BODY AND SENSORY AWARENESS FOR THE VISUALLY IMPAIRED

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FOREWORD

At the annual Illinois Statewide Institute for Educators of the Visually Impaired, in February, 1973, a survey conducted revealed that advocates for the visually impaired were concerned with the lack of appropriate basic concepts, abilities, and skills exhibited by visually impaired students. These concepts are prerequisites for the development of good cane skills.

A statewide committee was selected and consisted of orientation and mobility specialists, educators of the visually impaired, visually impaired students and their parents and other special education personnel. The primary objective of the statewide committee was to determine the contents of a package designed to help the young visually impaired student and special teacher develop better pre-cane skills. This package is not to be used in lieu of an orientation and mobility specialist, but rather to help the visually impaired student become proficient in the pre-cane skill area. The components of the package are a Curriculum Guide, Slide Tape, and a Low Vision Kit.

For further information, please contact Mr. James T. Meeks, Instructional Materials Center.

Michael J. Bakalis

Michael J. Bakalis
Superintendent

FOREWORD

This Orientation and Mobility Project consists of three sections: 1). Curriculum Guide for Developing Body and Sensory Awareness; 2). Slide-Tape Presentation and 3). Low Vision and Mobility Aid Kits.

The Curriculum Guide contains five sections that are interrelated. Each area is needed for the total development of body and sensory awareness of the visually impaired youngster. The skills contained in each section will enable the youngster to develop his potential of knowing himself and his environment. Learning each skill will not be an isolated activity since many are interrelated and overlapping. Many skills can be combined for a learning situation.

Charts within the sections can be utilized for pre and post testing. They are a guide which can be followed or changed as applicable to the needs of the students. A sample of each chart is provided in the back section to provide an extra working copy or to be used to xerox for additional copies.

If in the pre-test specific deficits are noted, activities are provided that relate to each concept. The teacher is encouraged to add ideas to these pages.

Commercially available materials are listed for the activities or to be utilized for additional activities. Some may need to be adapted for totally blind youngsters. Additional materials that have proved successful in teaching should be included.

References are indicated as further resources in teaching or understanding specific skills.

Body and Sensory Awareness are important goals in working with all youngsters. It is therefore hoped that this guide will service regular and all special classroom teachers.

The Slide-Tape Presentation is included in script form. This will enable teachers to profit from the pre-cane skills and techniques presented. Follow the directions carefully as to teach the skills adequately and correctly. Keep in mind that some partially sighted youngsters might also profit from learning some of these techniques. The illustrations in this section will further clarify some of the basic techniques.

The Low Vision Kit (Sensory Modality Section) and the Mobility Kit (Basic Pre-Cane Skills Section) are available on loan to teachers. They may be obtained through the Instructional Materials Center in Springfield.

This Project is fulfilling a need requested by teachers. This Guide is to be the Teacher's Reference and Workbook Source.

Dear Teachers,

This Curriculum Guide has been prepared and compiled by many specialists and educators in the field of Special Education. It provides many activities, materials and references for aiding you in teaching Body and Sensory Awareness. This is an important area in the development of any child, especially an impaired youngster. As teachers we have the responsibility of educating the "whole" youngste Therefore, Development of Body and Sensory Awareness should be an integral part of our curriculum. Many of these activities can be part of the regular curriculum (Science, Health, Language Arts, etc.). If your teaching situation does not allow for this integration then it is your responsibility to allow time for teaching these skills independently.

Use these materials, activities and references as a guide, a stepping-stone from which you can expand by utilizing your knowledge, experience and creativity!

This will prove to be an exciting area to work with your youngsters as it will enable them to be more independent. This should be our major goal!!

Constance Schiltz

Constance Schiltz
Editor

GENERAL ACKNOWLEDGEMENTS

Note: Acknowledgements for specific chapters are indicated at the beginning of each section.

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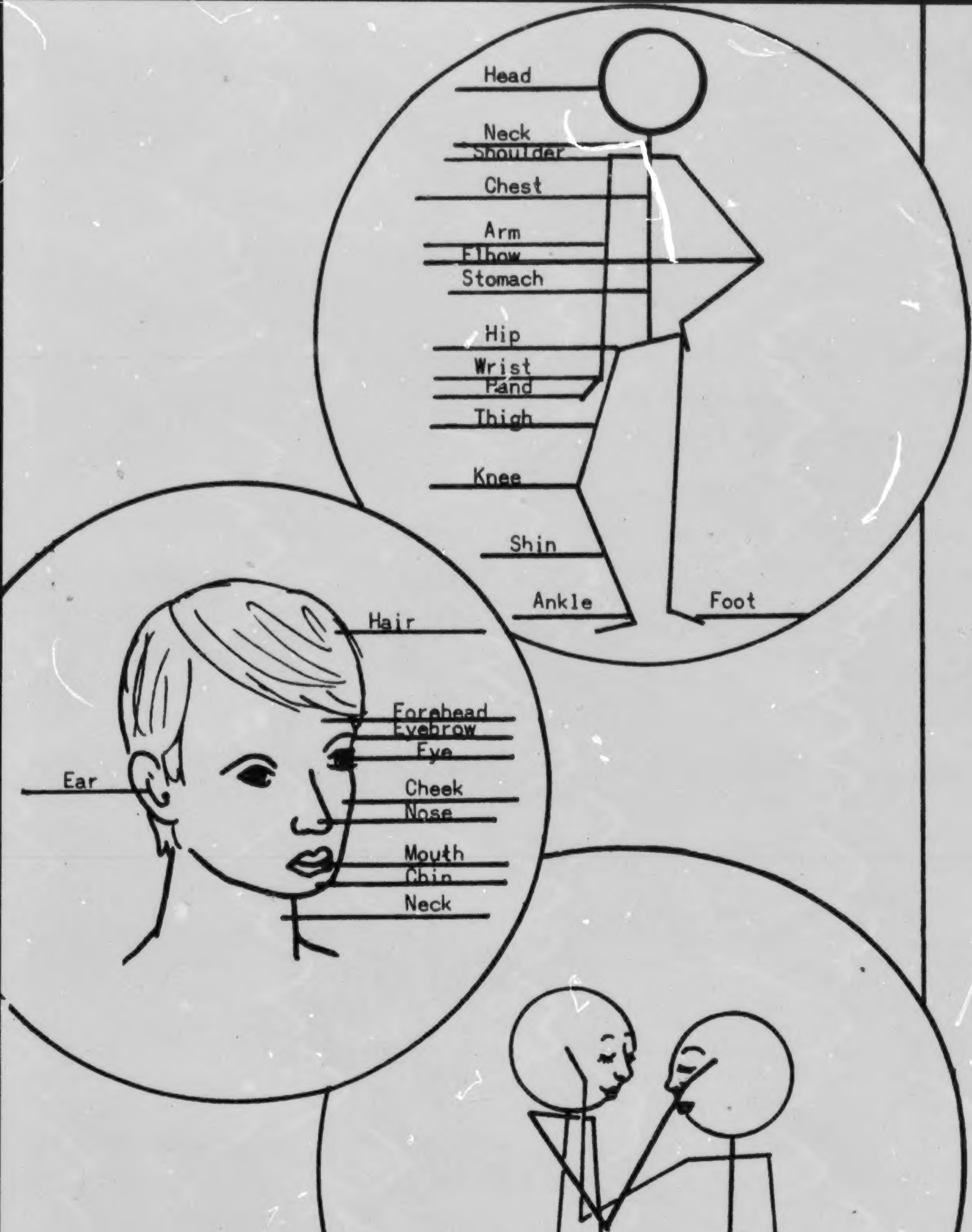
BODY IMAGE


Head
Neck
Shoulder
Chest
Arm
Elbow
Stomach
Hip
Wrist
Hand
Thigh
Knee
Shin
Ankle
Foot
Hair
Forehead
Eyebrow
Eye
Ear
Cheek
Nose
Mouth
Chin
Neck

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BODY IMAGE

INTRODUCTION

Body image is the recognition of the parts of the body and how they operate. It involves the ability to move efficiently through space and is based on the youngster's recognition of "who he is, where he is, and what he is." This knowledge is the result of previous mental, physical, and psychological experiences built upon what is heard, touched, seen, and smelled. Because of his sensory loss, the visually impaired student often has difficulty integrating these stimuli and developing total concepts about his body and those of others. The following check lists, activities and materials will be useful in planning a sequential program. Space has been provided for the teacher to incorporate additional items on the check list, activities, materials and references. If the student is unable to respond appropriately to the questions asked, the teacher should develop an individualized training program. Some games and materials are listed in this section as examples of appropriate activities for the development of body image. In planning a total program the teacher can utilize these and other sources.

A. NAME AND IDENTIFY BODY PARTS

BODY PART	COMMENT	BODY PART	COMMENT
hair		elbow	
head		forearm	
face		wrist	
forehead		hand	
temples		palm	
eyes		back of hand	
eyebrows		knuckles	
eyelids		fingers	
nose		index-first-pointer	
nostrils		middle - big	
cheeks		ring	
cheekbones		little-pinkie	
ears		thumb	
earlobes		fingernail	
mouth		cuticle	
lips		chest	
teeth		breast	
tongue		stomach	
jaw		back	
chin		spine	
neck		sides	
throat		waist	
shoulders		hips	
arm		lap	
upper arm		rear-bottom-seat	

BODY PART	COMMENT
leg	
thigh - upper leg	
knee	
shin - lower leg front	
calf - lower leg back	
ankle	
ankle bone	
foot	
heel	
arch	
ball of foot	
toes	
skin	
bones	
muscles	

ACTIVITIES

Clay Heads

Form models of heads with clay or Play-Doh.

Self-Drawing

Spread drawing paper on the floor. With the student lying on the drawing paper draw an outline of his body. The student or teacher should name the body parts as they are being drawn. If the student is partially sighted, fill in the body parts.

Growth Chart

Weigh and measure height of student each month. Make a chart.

Large Body Puzzle

After examining puzzle of a person (body parts removable) have the student reassemble the puzzle pointing to his corresponding body parts as pieces are placed down. (Large Body Puzzle - D.L.M.)

Body Rhymes

Have the student find words that rhyme with body parts. He should point to the body part while saying both the body part word and the rhyming word. (i.e., chin-thin)

Pointing Game

Have the student point to parts of his body while pronouncing the body part word phonetically (i.e., ch-ee-k, foo-t). (Ref.: A Manual for Listening Activities for the Young Child)

Touch Body Parts

Have the leader say, "Head, shoulders, knees, and toes" in any sequence. The group must touch the named parts in order given by the leader. Any new body parts may be added. (Ref.: Games and Activities for Early Childhood Education)

Simon Says

A leader is chosen to direct the group in a series of moves and activities (i.e. Simon says "touch your toes") The group must follow only if the direction is preceeded by the words "Simon Says." Any student who makes a mistake is excluded.

MATERIALS

Be Ba Bo. Ideal School Supply Company; Oak Lawn, Illinois

Body Concept Template. Developmental Learning Materials; Niles, Illinois

Developing Body-Space Perception Motor Skills (Record Album). Classroom Materials Company; Great Neck, New York

Finger Games (Matsushita). Educational Activities, Inc.; Freeport, New York

Hand Puppets. American Guidance Service, Inc.; Circle Pines, Minnesota

Large Body Puzzle. Developmental Learning Materials; Niles, Illinois

Listening and Moving - The Development of Body Awareness and Position in Space (Record Album). Educational Activities, Inc.; Freeport, New York

Listening and Moving - Relaxation Training (Carr, Cratty). Educational Activities, Inc.; Freeport, New York

Rhythms and Songs for Exceptional Children. (Record Album) Classroom Materials Company; Great Neck, New York

Sensaplay Family Hand Puppets. Dick Blick; Galesburg, Illinois

Watch Us Grow Up. Instructo. Constructive Playthings; Kansas City, Missouri

REFERENCES

Bradley, William; Konicki, Geraldine and Leedy, Catherine. Daily Sensorimotor Training Activities - A Handbook for Teachers and Parents of Preschool Children, New York; Educational Activities, Inc.; 1968.

Chernin, Florence. A Manual of Listening Activities for the Young Child. Minnesota: Paul S. Amidon & Associates.

Crossley, Ellis, Munton, Parrish, Tallman, and Thuis. Texas School for the Blind Orientation and Mobility Curriculum Guide. Texas : Texas School for the Blind, 1970.

Hapeman, Larry. A Syllabus Guide for the Instruction of Orientation and Mobility at the Missouri School for the Blind. Missouri : Missouri School for the Blind, 1969.

Lydon, William and McGraw, Loretta. Concept Development - A Guide for the Elementary School Teacher. Connecticut: Connecticut Institute for the Blind, 1970

Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child. Illinois : Instructional Materials Center, 1972

Wagner, Gilloley, Roth and Cesinger. Games and Activities for Early Childhood Education. Connecticut : Teachers Publishing Corporation

B. IDENTIFY FUNCTION OF BODY PARTS

BODY PART	FUNCTION	COMMENT
hair	to protect the head from heat and cold	
eyes	to see with	
eyebrows eyelashes	to protect eye from dust and foreign particles	
eyelids	to protect eye from injury, to regulate light entering eye, to cleanse eye through blinking	
nose	to breathe and smell with	
ears	to hear with	
mouth	to eat, drink, and talk with	
teeth	to bite and chew with	
tongue	to help in eating and talking	
neck	to support head	
arm	to help in lifting and carrying, pushing and pulling, to help maintain body balance	
hand	to help grasp and hold objects	
spine	to help support in standing and sitting	
leg	to help support the body and aid in walking, running, etc.	
foot	to help support the body and aid in walking, running, etc.	

ACTIVITIES

Blank Game

Fill in the blank oral game.

Example: I see with my __________.
I smell with my ________.
I run with my __________.

Can you Guess?

Discuss body parts and their relationship to the five senses. Make a list of activities and/or occurrences and tell them to the student. Have him tell you the body part and sense he would use for each activity and/or occurrence. (i.e., a bird chirping in the tree - "ears" - "hearing")

Body Path

Make a game board with a path made of squares, labeling each square with the name of a body part. Using markers and a die, have the student move down the path of squares. After landing on a square, the youngster must identify the function of the particular body part. The first to reach the end of the path wins. (adaptations may vary).

Listing

Make a chart of body parts for each student. For a day (or a specific time) the teacher (or youngster) would check the body parts used furing daily activities. The times each body part was used would be counted. Which part was used most often?

MATERIALS

Bendable Family, Dick Blick; Galesburg, Illinois

Five Senses. Instructo. Beckley-Cardy, Chicago, Illinois

My Face and Body. Instructo. Beckley-Cardy; Chicago, Illinois

REFERENCES

Bradley, William; Konicki, Geraldine and Leedy, Catherine. *Daily Sensorimotor Training Activities - A Handbook for Teachers and Parents of Preschool Children*. New York: Educational Activities, Inc., 1968.

Wilson, Mitchell. *The Human Body - What It Is and How It Works*. New York: Golden Press, 1966.

C. IDENTIFY CLOTHING AND ACCESSORIES FOR BODY PARTS

BODY PART	FEMALE	MALE	BOTH	COMMENT
head	scarf	cap	hat	
nose			glasses	
ears	earrings			
neck	necklace	necktie	scarf	
wrist	bracelet		wrist watch	
hand			gloves mittens	
finger			ring	
chest and back	blouse dress	shirt	jacket coat sweater	
waist			belt	
leg	panty hose		pants slacks shorts	
foot			shoes socks	

ACTIVITIES

Dress-Up

Have youngsters dress doll and identify clothing and/or accessories.

Up-Date

Talk about current dress and accessory styles or take a trip to the clothing section of a store. Partially sighted students might benefit from large pictures and/or Fashion Shows. Have the students describe the style and color of clothing.

Quick Change

Have several bags filled with various types of adult and/or play clothes. When teacher says "go" each student works as quickly as possible in putting on the clothing found in the bag. First one through wins. (can also be adapted to a relay game)

What is It?

Present various types of clothing to the students. Have them identify the article and its purpose.

MATERIALS

Developing Everyday Skills. (Record Album) Constructive Playthings; Kansas City, Missouri

Fashion Magazines and Cataloges

People We Know. Instructo. Beckley-Cardy; Chicago, Illinois

We Dress for the Weather. Instructo. Beckley-Cardy; Chicago, Illinois

When I Grow Up I Want To Be. Instructo. Beckley-Cardy; Chicago, Illinois

REFERENCES

D. IDENTIFY ANOTHER PERSON'S, A MODEL'S OR AN ANIMAL'S BODY PARTS

IDENTIFY PARTS OF ANOTHER PERSON	COMMENT
Touch your partner's head	
Touch your partner's shoulders	
Touch your partner's elbows	
Touch your partner's knees	
Touch your partner's back	
Touch your partner's shins	
Touch your partner's feet	
Touch your partner's nose	
Touch your partner's ears	
Touch your partner's wrists	
Touch your partner's chin	
Touch your partner's neck	
Touch your partner's index finger	
Touch your partner's forehead	
Touch your partner's arm	
Touch your partner's hair	
Touch your partner's hips	
Touch your partner's calf	
Touch your partner's ankles	
Touch your partner's hand	

IDENTIFY PARTS OF A MODEL OR DOLL	COMMENT
Touch the doll's head	
Touch the doll's legs	
Touch the doll's hands	
Touch the doll's fingers	
Touch the doll's elbows	
Touch the doll's back	
Touch the doll's feet	
Touch the doll's hair	
Touch the doll's mouth	
Touch the doll's nose	
Touch the doll's shoulders	
Touch the doll's stomach	
Touch the doll's knees	
Touch the doll's heel	
Touch the doll's toes	
Touch the doll's ankle	
Touch the doll's bottom (rear)	
Touch the doll's chest	
Touch the doll's neck	
Touch the doll's thumb	

IDENTIFY PARTS OF AN ANIMAL	COMMENT
Touch the cat's ears	
Touch the cat's stomach	
Touch the cat's paws	
Touch the cat's head	
Touch the cat's tail	
Touch the cat's leg	
Touch the cat's whiskers	
Touch the cat's rear (bottom)	
Touch the cat's chest	
Touch the cat's back	
Touch the dog's hair	
Touch the dog's back	
Touch the dog's forehead	
Touch the dog's ears	
Touch the dog's tail	

ACTIVITIES

Touch Now

Youngsters stand in a circle with a partner. Teacher or leader tells the students a body part they must touch on each other. Using a bell, record or song have the partners touch each other at the correct body when the sound stops and the leader says, "Touch Now!" Pair that lasts the longest wins.

I Can

A student stands in front of the class and states something he can do without mentioning a specific body part (i.e., I can eat). Students who know which body part he would use raise their hands, and either state the body part or go up to the leader and touch the parts he would use for the specific activity. Leaders change so as to include all class members.

If I Were

Youngsters pair off for this activity. The teacher will mention a certain occupation and say, "If I were a carpenter, what body parts would I use?" Students touch their partner's correct body part to answer the question.

What Is It

A student describes any animal without giving its name. He then asks "What is It?" The student who identifies it correctly is the next one to describe his animal.

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MATERIALS

Animal Puzzles. Developmental Learning Materials; Niles, Illinois

Animal Puzzles. Milton Bradley. Beckley-Cardy; Chicago, Illinois

Animals and Their Young Poster Cards. Milton Bradley. Beckley-Cardy; Chicago, Illinois

Human Body Parts Flannel Aid. Milton Bradley. Beckley-Cardy; Chicago, Illinois

Little Dapper Dan and Little Dressy Bessy. Playskool. Beckley-Cardy; Chicago, Illinois

People Puzzles. Developmental Learning Materials; Niles, Illinois

REFERENCES

E. MOVEMENT OF BODY PARTS

BODY PART	MOVEMENT	COMMENT
head	nod shake bow circle rotate drop tilt	
eyes	open close blink squint wink	
nose	wiggle wrinkle	
mouth	smile frown pout kiss smack grin puff up cheeks	
tongue	"stick out" make a sound with "tongue in cheek"	
chin	"chin on your chest" "keep your chin up"	

BODY PART	MOVEMENT	COMMENT
shoulders	shrug hunch "shoulder high" "I don't know"	
arm and related parts	bend straighten/extend lower/and raise swing rotate/circle together and apart hang from hail a bus wave traffic on	
hand and wrist	bend rotate/circle together and apart clap count point wait and stop wave (hello/goodbye) "shake your finger" hand shake	
fingers	thumbs up thumbs down idea point number indication	
chest	"chest out" "Look proud"	

BODY PART	MOVEMENT	COMMENT
waist	bend rotate "waist high"	
hips and rear	twist shake rotate/circle	
leg and related parts	bend straighten/extend lower and raise swing rotate/circle together and apart hang from "knee high"	
foot and ankle	bend straighten/extend rotate/circle together and apart point	
toes	wiggle "point to your toe"	

ACTIVITIES

Raymond the Robot

Students pretend to be robots. They listen for a particular sound and body part chosen by the teacher or leader. (i.e., When you hear the bell, wave your hand.) The teacher may also request the student to perform several body movements in a given order. (Ref: Manual of Listening Activities for the Young Child.)

You Must!

Teacher gives a body movement for students to perform. If command is preceeded by "You must" the student performs the movement. If not, the movement should not be done. (Ref.: Manual of Listening Activities for the Young Child)

Simon Says

The same procedure as above only the words are changed to "Simon Says."

Occupational Hazard

Teacher gives a question such as, "If I were a policeman how would I move my body to help me in my job?" Students provide body movements and oral responses.

Body Language

Students are asked questions that they answer with a body movement or gesture (i.e., "Are you six years old?" - Student nods head.)

MATERIALS

Action Symbols. Developmental Learning Materials; Niles, Illinois

Basic Concepts Through Dance - Body Image. (Record Album) Educational Activities, Inc.; Freeport, New York

Body Awareness and Gross Motor Abilities. (Color Sound Filmstrip) Teaching Resources; Boston, Massachusetts

Developing Body-Space Perception Motor Skills. (Record Album) Classroom Materials Company; Great Neck, New York

Listening and Moving, The Development of Body Awareness and Position in Space. (Record Album) Educational Activities, Inc.; Freeport, New York

Listening and Moving, Relaxation Training. Educational Activities Inc.; Freeport, New York

REFERENCES

Chernin, Florence. A Manual of Listening Activities for the Young Child. Minnesota: Paul S. Amidon and Associates, Inc.,

Ellis, Mary and Lyons, Frances. Finger Playtime. Minnesota: T.S. Denison & Co, Inc., 1960.

Grayson, Marion. Let's Do Fingerplays. Washington: Robert B. Luce, Inc., 1962.

F. MOVEMENT OF ONE'S OWN BODY PARTS TO TOUCH OTHER BODY PARTS

BODY PART TO BODY PART	COMMENT
Touch your hand to your head	
Touch your ear to your shoulder	
Touch your chin to your chest	
Touch your elbows to your knees	
Touch your wrists to your ankles	
Touch your fingers to your toes	
Touch your hands (palms) to your thighs	
Put your ear to your wrist	
Touch your toe to your heel	
Touch your toes to your toes	
Touch your heels to your heels	
Put your chest to your lap	
Touch your arms to your legs	
Touch your toe to your thigh	
Touch your chin to your shoulder	
Touch your hand (back of) to your forehead	
Touch your shin to your calf	
Touch your knuckles to your back	
Put your foot on your knee	
Touch your nose with your thumb	

ACTIVITIES

Fishing

Make a small fish pond and construct paper fish with a paper clip at the tip. Students will use a fishing pole equipped with a magnet and catch a fish. As he catches a fish, the youngster must perform the required movement written on it (i.e., "Touch your toe with your thumb") in order to keep his fish out of the water. Fisherman with the biggest catch wins.

Touch Book

Make a pack of cards containing at least 18 sets, three cards in each set. On the cards of each set are written two body parts which can touch each other (i.e., hand, hip). Each player receives five cards and the remainder are placed face down on the table. The game is played like "Fish". When a student comes up with a "book" (three matching cards) he performs the given movement. The student with the most books wins.

Busy Bee

Students form a line. Taking each youngster individually, the teacher gives him several body movement commands. He continues until teacher or leader says "Busy Bee." He sits down and next in line takes over. (Teams can be formed to perform against each other).

Statues Game

The students walk around the room while a particular instrument or record is being played. When the music stops the youngsters "freeze" in a position with one body part touching another. Before they can move again, they must tell the leader which body parts are touching.

MATERIALS

Position in Space Posters. Developmental Learning Materials; Niles, Illinois

Rhythm Instruments and Records. Beckley-Cardy; Chicago, Illinois

Stand-Up Mirror. Beckley-Cardy; Chicago, Illinois

REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Company, 1971.

G. MOVEMENT OF ONE'S OWN BODY PARTS TO TOUCH ANOTHER PERSON'S BODY PARTS

STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART	COMMENT
Touch your hands to your partner's shoulder	
Place your back against your partner's back	
Touch your knees to your partner's knees	
Place your arm against your partner's arm	
Touch your toes to your partner's toes	
Put your rear against your partner's rear	
Touch your leg to your partner's leg	
Touch your heels to your partner's heels	
Touch your elbows to your partner's knees	
Place your head against your partner's stomach	

ACTIVITIES

Fish Your Partner

Make a small fish pond and construct paper fish with a paper clip at the tip. Student will use a fishing pole equipped with a magnet and catch a fish. As he catches a fish, the youngster must perform the required movement on his partner (i.e., touch your toes to your partner's ankle) in order to keep his fish out of the water. Fisherman with the biggest catch wins.

Find the Part

Teacher gives a direction to a blind-folded student (i.e., touch your partner's back with your elbow). The student performs the direction.

Mix-Up

Student is given a direction to follow (i.e., touch your partner's leg with your toes) but he must perform the opposite to score a point (i.e., will touch his partner's toe with his leg.).

MATERIALS

Dressy Bessy. Playskool. Beckley-Cardy; Chicago, Illinois

Large Body Puzzle. Developmental Learning Materials; Niles, Illinois

My Face and Body. Instructo. Beckley-Cardy; Chicago, Illinois

REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Company, 1971.

H. MOVEMENT OF BODY AND SPECIFIC BODY PARTS TO OBJECTS

BODY PART TO OBJECTS	COMMENT
Lay your head on the table	
Put your back against the door	
Put your arm against the locker	
Put your shoulder against the chair	
Put your elbows on the table	
Put your nose against the window	
Put your feet up on the desk	
Put your eye against the keyhole	
Put your ear next to your wrist watch	
Put your heels against the wall	

ACTIVITIES

Picture This

Have pictures available of objects in your classroom (i.e., desk, tablets, basket, etc.) Make a spinner for each student with several body parts written on it. The teacher shows a picture of an object and the student spins his spinner. The student moves to the specific object in the room and touches it with the body part indicated by his spinner.

Postman

Teacher makes "letters" (in envelopes) for each student with a particular object and command. If the "command" is performed the letter had been "delivered." The youngster who has delivered the most letters wins.

Mother, May I?

Teacher or leader gives a command to which the student replies, "Mother May I?" If the leader says "yes" the student performs. If the youngster forgets to say, "Mother, May I?" he must sit down and is considered "out".

Find and Touch

The student is given a specific direction to touch a body part to an object. He must locate the object in the room and touch it as directed.

MATERIALS

Grid Mat. Developmental Learning Materials; Niles, Illinois

Kinesthetic Alphabet Cards. Instructo. Beckley-Cardy; Chicago, Illinois

Stepping Stones - Geometric Shapes. Instructo. Beckley-Cardy; Chicago, Illinois

Stepping Stones - Number Patterns. Instructo. Beckley-Cardy; Chicago, Illinois

REFERENCES

Bradley, William; Konicki, Geraldine and Leedy, Catherine. Daily Sensorimotor Training Activities - A Handbook for Teachers and Parents of Preschool Children. New York: Educational Activities, Inc., 1968.

I. MOVEMENT OF OBJECTS TO SPECIFIC BODY PARTS

OBJECT TO BODY PART	COMMENT
Put the cup to your mouth	
Put the hat on your head	
Put the telephone receiver to your ear	
Put the pencil in your hand	
Put the scarf around your neck	
Put the box on your lap	
Hold the carton next to your chest	
Hold the baby doll in your arms	
Put the ring on your finger	
Pull the table closer to your body	

ACTIVITIES

Where Do I Belong?

Have objects that one would wear on specific body parts: hat, ring, gloves, etc. Make a deck of cards with each naming a specific body part. The youngster chooses a card and selects the proper object to put on the chosen body part (i.e., the card says "finger," the student chooses a ring).

Find and Put

The student is given directions of locating specific objects in the room and putting or holding them to specific body parts.

Body Part Identification

The student is given a series of objects. He takes the object and puts it to a body part, naming the object and body part (i.e., "I'm putting the stapler to my knee"). With each object he should use a different body part.

MATERIALS

Cloth Clutch Ball. Dick Blick; Galesburg, Illinois

My Face and Body. Instructo. Beckley-Cardy; Chicago, Illinois

Senseplay Family Hand Puppets. Dick Blick; Galesburg, Illinois

REFERENCES

J. NAME AND IDENTIFY FRONT OF THE BODY

Have the student lean the front part of his body against the wall. The teacher identifies specific body parts (by touching them) as the student feels them against the wall. The student might also identify the body parts as the teacher or student touches them.

FRONT BODY PARTS	COMMENT
face	
forehead	
eyes	
eyebrows	
nose	
cheeks	
mouth	
lips	
chin	
neck	
throat	
chest	
breast	
stomach	
waist	
thigh - upper leg	
knee	
shin - lower leg front	
ankle	
toes	

NAME AND IDENTIFY BACK OF THE BODY

Have the student lean the back part of his body against the wall. The teacher identifies specific body parts by touching them as the student feels them against the wall. The student might also identify the body parts as the teacher or student touches them.

BACK BODY PARTS	COMMENT
hair	
head (back of)	
neck	
back	
spine	
waist	
rear - bottom - seat	
leg	
thigh - upper leg	
calf - lower leg back	
ankle	
heel	

ACTIVITIES

Touch Exercise

Directions: Touch only the front of these body parts: head, neck, waist, leg, thigh-upper leg, etc.

Touch only the back of these body parts: head, neck, waist, leg, thigh-upper leg, etc.

Front/Back Identity

Make a pack of cards listing front or back body parts. Divide the class into teams each having a place on the chalk board for front and back. The cards are dealt to the teams. The teacher calls out "front" or "back" and the team finds the appropriate card. Team member places the card under the correct chalkboard label.

Wordo

A small board is made for each student similar to a Bingo card (25 squares). Place the words front and back in the squares randomly. As the teacher calls out the body part, the student puts a marker on the correct square (i.e., eyes - front square; heels - back square, etc.) The first to make a row wins.

Parts Timed

A student is timed to see how many front (or back) body parts he can identify and touch. The student who names the most parts in the least amount of time is the winner.

MATERIALS

Body Concept Spirit Masters. Developmental Learning Materials; Niles, Illinois

Body - Image Laterality (Duplicating Masters) Ideal School Supply Company; Oak Lawn, Illinois

Developing Body-Space Perception Motor Skills. (Record Album) Classroom Materials Company; Great Neck, New York

Listening and Moving, Body Awareness and Position in Space. (Record Album) Educational Activities, Inc.; Freeport, New York

REFERENCES

K. IDENTIFY OBJECTS AND SOUNDS IN FRONT AND IN BACK OF THE BODY

Guide the student in front of a series of objects and sounds to be identified.

OBJECT	QUESTION	RESPONSE	COMMENT
chair	"What is in front of you?"	"chair"	
table	"What is in front of you?"	"table"	
easel	"What is in front of you?"	"easel"	
piano	"What is in front of you?" (strike note on piano)	"piano"	
door	"What is in front of you?" (open and close door)	"door"	

Place a series of objects and/or sounds in front of the student and ask him to identify where they are.

OBJECT	QUESTION	RESPONSE	COMMENT
book	"Where is the book?"	"in front of me"	
duck	"Where is the duck?" (squeak the duck)	"in front of me"	

Guide the student in back of a series of objects and sounds to be identified.

OBJECT	QUESTION	RESPONSE	COMMENT
desk	"What is in back of you?"	"desk"	
locker	"What is in back of you?"	"locker"	
window	"What is in back of you?" (note sun or breeze on back)	"window"	
sink	"What is in back of you?" (run water in sink)	"sink"	

Place a series of objects and sounds in back of the student and ask him to identify where they are.

OBJECT	QUESTION	RESPONSE	COMMENT
shelf	"Where is the book shelf?"	"in back of me"	
record player	"Where is the record player?"	"in back of me"	

ACTIVITIES

Front/Back Sound

Class is divided into teams. The teacher or leader will produce a sound either in front or in back of the student. If identified correctly, a point is scored.

Object Box

List objects found in the classroom on separate pieces of paper. A set of papers plus two boxes (one labelled "front" and the other "back") will be given to the student. Have the youngster sit in a specific place and from where he is sitting, place the object paper in the appropriately marked box depending on where the given object is located.

Where Is It?

Place an object in front or in back of the student. He will need to locate the object, tell where he found it and identify it.

MATERIALS

Advanced Shapes Set. Beckley-Cardy; Chicago, Illinois

Listening and Moving. The Development of Body Awareness and Position in Space. (Record Album) Educational Activites, Inc.; Freeport, New York.

Rhythm Instruments. Beckley-Cardy; Chicago, Illinois

Sound Records. Folkways Scholastic Records; Englewood Cliffs, New Jersey

REFERENCES

L. PLACE OBJECTS IN FRONT OF THE BODY

Ask the student to place specific objects in front of his body. (Student can be standing, sitting in a chair or lying on a mat to do these exercises).

OBJECT	COMMENT
book	
bell	
record	
ball	
cap	
doll	
glove	
eraser	
cup	
rope	

Place Objects in Back of the Body

Ask student to place specific objects in back of his body. (Student can be standing, sitting in a chair or lying on a mat to do these exercises).

OBJECT	COMMENT
paper	
crayons	
scarf	
handkerchief	
shoe	
scissors	
tape	
block	
magnet	
spoon	

Place Objects in Front and in Back of the Body

Ask student to place specific objects in front and in back of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

OBJECT	COMMENT
pen	
fork	
hat	
paper clip	
glue	
chalk	
shoe	
truck	
triangle	
soap	

ACTIVITIES

Quick Hand

Various objects will be placed to the side of the student. The teacher will give a direction as to choose a specific object and tell the student to place it in front or back of himself. The first to complete the direction or set of directions is the winner.

Seek and Place

The student locates a series of articles within the room and places specific ones in front of himself and others in back of himself after they are collected.

Front Back Classmates

The student locates a series of articles within the room and places specific ones in front and in back of specific classmates as directed by the teacher.

MATERIALS

Listening and Moving, The Development of Body Awareness and Position in Space. (Record Album) Educational Activities, Inc; Freeport, New York

Multi-Sensory Cubes and Spheres. Ideal School Supply Company; Oak Lawn, Illinois

Tea Set. Creative Playthings. Beckley-Cardy; Chicago, Illinois

REFERENCES

M. MOVEMENT OF ONE'S BODY

Ask the student, and instruct if necessary, to perform the following body movements forward, then backward and finally mixed, forward and backward.

MOVEMENTS	FORWARD (TOWARD)	BACKWARD (AWAY)	FORWARD BACKWARD	COMMENT
walk				
run				
march				
jump				
hop				
leap				
scoot				
crawl				
slide				
skip				
prance				
gallop				
roll				
bend				
lean				
fall				
push				
pull				
throw				
kick				

ACTIVITIES

Mother May I?

Students form a line and one is selected as "Mother" (leader). The leader gives directions to each student (i.e., Mary, you may take 3 hops). Before moving, the youngster must always ask: "Mother May I? or else lose his turn. The first to reach "Mother" is the leader for the next game.

Back and Forth

Have a walk-on number line available. Using simple addition and subtraction equations, the students must move forward or backward demonstrating the equation. They should indicate whether they are moving forward or backward.

Obstacle Course

Set up an obstacle course within the room. The students must follow specific movements (forward and backward) in getting through this "maze."

Music Mix-Up

Students are given specific forward movements to perform while music is being played. When music stops the same movement must be done in a backward direction.

MATERIALS

Classroom Rhythms. Classroom Materials Co.; Great Neck, New York

Development of Body-Space Perception Motor Skills. (Record Album) Classroom Materials Company; Great Neck, New York

Directional Mat. Games and Activities - Teaching Resources; Boston, Mass.

Flip 'N Skip. Constructive Playthings; Kansas City, Missouri

Harmon Walking Rail. Ideal School Supply; Oak Lawn, Illinois

Listening and Moving, Development of Body Awareness and Position in Space. (Record Album) Educational Activities, Inc.; Freeport, New York

Walk-On Number Line. Educational Teaching Aids; Chicago, Illinois

REFERENCES

Barlin, Anne and Paul. Creative Rhythmic Movement for Children. New Jersey: Prentice-Hall, 1954.

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

Wiener, J. and Lidstone J. Creative Movement for Children. New Jersey; Van Nostrand, 1969.

N. NAME AND IDENTIFY RIGHT AND LEFT SIDES OF THE BODY

Have the student lean the right part of his body against a wall. The teacher identifies specific body parts (by touching them) as the student feels them against the wall. (The student might also identify the body parts as the teacher or student touches them). The same procedure is used for the left side.

SIDE BODY PARTS	R	L	COMMENT
hair			
temples			
ears			
jaw			
neck			
shoulders			
arm			
upper arm			
elbow			
forearm			
wrist			
hand			
side			
waist			
hips			
leg			
ankle bone			
foot			

RIGHT HAND TO IDENTIFY RIGHT SIDE BODY PARTS

RIGHT TO RIGHT	COMMENT
Touch your right hand to your right ear	
Touch your right hand to your right knee	
Touch your right hand to your right eye	
Touch your right hand to your right foot	
Touch your right hand to your right shoulder	
Touch your right hand to your right cheek	
Touch your right hand to your right leg	
Touch your right hand to your right ankle	
Touch your right hand to your right side	
Touch your right hand to your right thigh	

LEFT HAND TO IDENTIFY LEFT SIDE BODY PARTS

LEFT TO LEFT	COMMENT
Touch your left hand to your left ear	
Touch your left hand to your left knee	
Touch your left hand to your left eye	
Touch your left hand to your left foot	
Touch your left hand to your left shoulder	
Touch your left hand to your left cheek	
Touch your left hand to your left leg	
Touch your left hand to your left ankle	
Touch your left hand to your left side	
Touch your left hand to your left thigh	

RIGHT AND LEFT HANDS TO IDENTIFY RIGHT AND LEFT BODY PARTS

RIGHT/LEFT TO RIGHT/LEFT	COMMENT
Touch your right hand to your left shoulder	
Touch your left hand to your right knee	
Touch your right hand to your left ear	
Touch your left hand to your right elbow	
Touch your right foot to your left knee	
Touch your left hand to your right side	
Touch your right hand to your left eye	
Touch your left elbow to your right thigh	
Touch your right wrist to your left ear	
Touch your left foot with your right foot	
Touch your right hand to your left toes	
Touch your left thumb to your right arm	
Touch your right toes to your left heel	
Touch your left heel to your right heel	
Touch your right toes to your left leg	

ACTIVITIES

Simon Says

A leader is chosen to direct the group in a series of right/left moves and activities. The group must follow only if the direction is preceeded by the words "Simon Says." Any student who makes a mistake is excluded.

Mother May I?

Teacher or leader gives a command to which the student replies "Mother May I?" (i.e., Touch your right toe with your left hand and take two steps - Hop three times on your left foot). If the leader says "yes" the student performs. If the youngster forgets to say "Mother May I?" he must sit down and is considered out. First one to reach "Mother" wins the game.

Shake Fun

Give each student a particular instrument. Upon direction from the teacher or leader they will "play" it on their right or left side. The youngster who does not follow the direction is out.

Bean Bag Toss

The bean bag must be tossed from the right or left side of the student's body depending on the specific direction.

MATERIALS

Body Concept Spirit Masters. Developmental Learning Materials; Niles, Illinois

Body-Image Laterality (Duplicating Masters) Ideal School Supply Company, Oak Lawn

Clown Bean Bag Set. Beckley-Cardy; Chicago, Illinois

Developing Body - Space Perception Motor Skills. (Record Album) Classroom Materials Company; Great Neck, New York

Everyday Skills (Record Album) Constructive Playthings; Kansas City, Missouri

Hokey Pokey (Record Album) Constructive Playthings; Kansas City, Missouri

Large Body Puzzle. Developmental Learning Materials; Niles, Illinois

Listening and Moving, The Development of Body Awareness and Position in Space. (Record Album). Educational Activities, Inc.; Freeport, New York

Rhythm Instruments. Beckley - Cardy; Chicago, Illinois

REFERENCES

O. IDENTIFY OBJECTS AND SOUNDS TO THE RIGHT OF THE BODY

Guide the student to the right of a series of objects and/or sounds to be identified.

OBJECT	QUESTION	RESPONSE	COMMENT
window	"What is to your right?"	"window"	
drum	"What is to your right?"	"drum"	
table	"What is to your right?"	"table"	
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		

Place a series of objects and/or sounds to the right of the student and have him identify where they are.

OBJECT	QUESTION	RESPONSE	COMMENT
cup	"Where is the cup?"	"to the right of me"	
bell	"Where is the bell?"	"to the right of me"	
		"to the right of me"	
		"to the right of me"	
		"to the right of me"	
		"to the right of me"	

IDENTIFY OBJECTS AND OR SOUNDS TO THE LEFT OF THE BODY

Guide the student to the left of a series of objects and/or sounds to be identified.

OBJECT	QUESTION	RESPONSE	COMMENT
ball	"What is to the left of you?"	"ball"	
mitten	"What is to the left of you?"	"mitten"	
chair	"What is to the left of you?"	"chair"	
piano	"What is to the left of you?"	"piano"	
	"What is to the left of you?"		
	"What is to the left of you?"		
	"What is to the left of you?"		
	"What is to the left of you?"		
	"What is to the left of you?"		
	"What is to the left of you?"		

Place a series of objects and or sounds to the left of the student. Identify where they are.

OBJECT	QUESTION	RESPONSE	COMMENT
paper	"Where is the paper?"	"to the left of me"	
scarf	"Where is the scarf?"	"to the left of me"	
timer	"Where is the timer?"	"to the left of me"	
		"to the left of me"	
		"to the left of me"	
		"to the left of me"	

ACTIVITIES

Treasure Hunt

Have students find specific objects in the room and after collected, place them to the right (or left) of their body.

Now

The same object is placed to the right (or left) of each student. When the teacher says (now) each student locates the object and identifies it. The first to identify the location and object correctly scores a point.

Sound Off

The teacher produces a sound to the right or left of the students body. The student must identify the sound and the side of the body it was sounded.

Path Finding

The teacher sets up a path the student follows with objects placed on the right and left. The student locates the object, identifies it and says which side it is on.

ACTIVITIES

Treasure Hunt

Have students find specific objects in the room and after collected, place them to the right (or left) of their body.

Now

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Sound Off

The teacher produces a sound to the right or left of the students body. The student must identify the sound and the side of the body it was sounded.

Path Finding

The teacher sets up a path the student follows with objects placed on the right and left. The student locates the object, identifies it and says which side it is on.

MATERIALS

Body-Image Laterality. (Duplicating Masters) Ideal School Supply Company; Oak Lawn, Illinois

Child's World of Sounds. (Album and Casette) Bowmar, Company; Vahalla, New York

Gee-O-Metrik Shapes. Constructive Playthings; Kansas City, Missouri

REFERENCES

P. PLACE OBJECTS TO THE RIGHT OF THE BODY

Ask the student to place objects to the right of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

OBJECT	COMMENT
ball	
pencil	
eraser	
spoon	
hat	
keys	
car	
plate	
crayon	
record	
scissors	

PLACE OBJECTS TO THE LEFT OF THE BODY

Ask the student to place objects to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises)

OBJECT	COMMENT
book	
cup	
shoe	
doll	
paper	
sea shell	
game	
dish	
chair	

PLACE OBJECTS TO THE RIGHT AND TO THE LEFT OF THE BODY

Ask the student to place objects to the right and to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

OBJECT	L	R	COMMENT
chalk			
fork			
glass			
wallet			
sock			
pen			
jar			
tape			
picture			
candy			

PLACE OBJECTS TO THE RIGHT AND TO THE LEFT OF THE BODY

Ask the student to place objects to the right and to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

OBJECT	L	R	COMMENT
chalk			
fork			
glass			
wallet			
sock			
pen			
jar			
tape			
picture			
candy			

ACTIVITIES

Fast Right and Left

Have the same series of objects in front of each student. The teacher directs which object to place to the right or left. First student completed is the winner.

Shape Location

Have various shaped objects on each side of the student. The teacher should request a specific shape. The student locates the shape and indicates the side of the body he found it at.

Left/Right Spin

A spinner is made for each student with the words right and left on it. The student spins the spinner and selects an object in the room that begins with that letter (i.e., spins to right and selects a ruler; spins to left and selects a lead pencil). He places the object to the side indicated by the spinner. Upon completion, all objects on his right should begin with "r" and those on his left with "l".

Letter Choice

Have various objects on each side of the student. The teacher gives the direction to choose from the left an object that begins with the letter "p" (any letters can be used). The student locates the object and places it in front of himself. The first one to make the proper selection scores a point.

MATERIALS

Developing Body-Space Perception Motor Skills. (Record Album) Classroom Materials Company, Great Neck, New York

Directionality and Spatial Relationships (Duplicating Master) Ideal School Supply Company, Oak Lawn, Illinois

Large Colored Beads and Patterns. Ideal School Supply Company, Oak Lawn, Illinois

Listening and Moving. The Development of Body Awareness and Position in Space. Record Album) Educational Activies, Inc.; Freeport, New York.

REFERENCES

Q. MOVEMENT OF ONE'S BODY TO THE RIGHT AND TO THE LEFT

Ask the student, and instruct if necessary, to perform the following body movements to the right, then to the left, and finally mixed, to the right and to the left.

MOVEMENTS	RIGHT	LEFT	R/L	COMMENTS
turn				
twist				
pivot				
sidestep				
slide				
dodge				
leap				
bend				
stretch				
lean				
fall				
throw				
kick				

ACTIVITIES

Simon Says

A teacher or leader gives movement directions stating right or left. The student performs the direction only if it is preceeded by "Simon Says,"

Circle Movements

Have the students form a circle. The teacher or leader calls out right and left body movements to perform. The circle will remain "smooth moving" if the students follow the correct direction.

On-Off Music

A specific body movement is given to perform. When the music is being played the movements should be to the right and when the music is stopped the students should move to the left. As the students progress, quicken the pace.

MATERIALS

Basic Concepts Through Dance - Body Image. (Record Album) Educational Activities, Inc.; Freeport, New York

Basic Concepts Through Dance - Positions in Space. (Record Album) Educational Activities, Inc.; Freeport, New York

Developing Body-Space Perception Motor Skills. (Record Album) Classroom Materials Company; Great Neck, New York

Footsteps to Numbers. Ideal School Supply Company; Oak Lawn, Illinois

Listening and Moving, The Development of Body Awareness and Position in Space. (Record Album) Educational Activities, Inc; Freeport, New York

Physical Fitness in Motion. Instructor Curriculum Materials. Constructive Playthings; Kansas City, Missouri

REFERENCES

Michigan School for the Blind. *Pre-Cane Mobility and Orientation Skills for the Blind*. Michigan: Michigan School for the Blind.

R. IDENTIFY RIGHT SIDE OF ANOTHER PERSON'S BODY

Have the student and his partner face the same direction.

STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART	**COMMENT**
Touch your left hand to your partner's left shoulder	
Touch your left hand to your partner's right shoulder	
Touch your right hand to your partner's right knee	
Touch your right hand to your partner's left knee	
Touch your right hand to your partner's right toes	
Touch your right hand to your partner's left toes	
Touch your left hand to your partner's left elbow	
Touch your left hand to your partner's right elbow	
Touch your right hand to your partner's left leg	
Touch your right hand to your partner's right leg	

Identify Left Side of Another Person's Body

Have the student face a partner so that they are facing opposite directions. If the student has difficulty with laterality (other people facing them) demonstrate and instruct.

STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART	COMMENT
Touch your left hand to your partner's left shoulder	
Touch your left hand to your partner's right shoulder	
Touch your right hand to your partner's right knee	
Touch your right hand to your partner's left knee	
Touch your right hand to your partner's right toes	
Touch your right hand to your partner's left toes	
Touch your left hand to your partner's left elbow	
Touch your left hand to your partner's right elbow	
Touch your right hand to your partner's left leg	
Touch your right hand to your partner's right leg	

ACTIVITIES

Quick-Check

The student, as quickly as possible, will touch and identify the right (or left) side of his partner's body. This can be timed and the quickest one is the winner.

Functioning Sides

The student will identify and touch the left (or right) side of his partner's body. The student should also give the function of that body part.

Alphabet Fun

The student will identify and touch his partner's right (or left) side in alphabetical order.

MATERIALS

Body-Image Laterality (Duplicating Masters) Ideal School Supply Company: Oak Lawn, Illinois

Directionality and Spatial Relationship (Duplicating Masters). Ideal School Supply Company; Oak Lawn, Illinois

Large Body Puzzle. Developmental Learning Materials; Niles, Illinois

Stand-Up Mirror. Beckley-Cardy; Chicago, Illinois

REFERENCES

Cratty, Bryant. Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities Inc., 1967

Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1967

S. MOVEMENT OF ONE'S OWN BODY USING BASIC CONCEPT WORDS

Have student stand for this exercise

CONCEPT WORD	DIRECTION	COMMENT
front	"Put your hand in front of your face."	
back, behind	"Put your hands in back of your neck."	
forward	"Bend your body forward."	
backward	"Bend your body backward."	
right	"Touch your right knee with your right hand."	
left	"Touch your left hand to your left ear."	
beside, to the side, sideways, along	"Put your arm beside your leg."	
up	"Hold your hand up."	
down	"Look down at the floor."	
top	"Show me the top of your head."	
bottom	"Touch the bottom of your foot."	
upward	"Point your finger upward."	
downward	"Point your finger downward."	
above, over, on top of	"Put your hands above your head."	
below, under, beneath, underneath	"Put your hands below your chin."	
on, upon	"Put your elbow on your knee."	
high, higher	"Hold your hand high."	
low, lower	"Hold your hand low."	
stop, wait	"Run, now stop."	
go, leave	"Go away."	

CONCEPT WORD	DIRECTIONS	COMMENT
come	"Come to me."	
in, into	"Put your fist in your hand."	
out	"Take your hand out of your pocket."	
near, close, next to, by, adjacent to	"Hold your hand near your side."	
far	"Put your legs far apart."	
toward	"Lean your head toward your knees."	
away	"Move your arm and hands away from your body."	
across, opposite	"Point to the body part across from your ear."	
around	"Move your hand around."	
level	"Make your whole body level."	
slanted	"Make your whole body slanted."	
halfway	"Bend halfway to the floor."	
middle, center	"Point to the body part in the middle of your face." (nose)	
between	"Put your head between your legs."	
horizontal	"Move so that your whole body is in a horizontal position."	
vertical	"Move so that your whole body is in a vertical position."	
diagonal	"Move so that your whole body is in a diagonal position."	
parallel	"Move your arms parallel to each other."	
perpendicular	"Move your arms perpendicular to each other."	

T. MOVEMENT OF ONE'S OWN BODY TO ANOTHER PERSON'S BODY USING BASIC CONCEPT WORDS

CONCEPT WORD	DIRECTION	COMMENT
front	"Stand in front of your partner."	
back, behind	"Stand in back of your partner."	
right	"Stand to the right of your partner."	
left	"Stand to the left of your partner."	
beside	"Stand beside your partner."	
up	"Hold your partner's leg up."	
down	"Hold your partner's arm down."	
top	"Touch the top of your partner's foot."	
bottom	"Touch the bottom of your partner's foot."	
above, over, on top of	"Put your elbows above your partner's shoulders."	
below, under, beneath, underneath	"Put your hands below your partner's feet."	
on upon	"Put your hands on your partner's knees."	
high, higher	"Hold your partner's hands high in the air."	
low, lower	"Place your partner's head low."	
stop, wait	"Stop your partner from swaying."	
go, leave	"Go with your partner."	
come	"Come with your partner."	
in	"Put your hand in your partner's."	
out	"Take your hand out of your partner's"	
near, close, next to, by, adjacent to	"Stand near your partner."	

CONCEPT WORD	DIRECTION	COMMENT
far	"Stand far from your partner."	
toward	"Move toward your partner."	
away	"Move away from your partner."	
across, opposite	"Move across from your partner."	
around	"Walk around your partner."	
level	"Move your head so that it is level with your partner's head."	
middle, center	"Move to the middle of the group."	
between	"Stand between two friends."	

ACTIVITIES

Around My Partner

One student remains stationary. The other student demonstrates, by moving around his partner, concept words the teacher calls out.

Think Partner

By moving around his partner, a student demonstrates and identifies as many concept words as he can remember.

Let's Work Together

Students are grouped in twos. The teacher calls out a concept word. The first students to illustrate that word using their bodies score a point.

MATERIALS

Pictures for Peg Board Classification - Opposites. Ideal. Beckley-Cardy, Chicago, Illinois

Positions in Space. Instructor Curriculum Materials. Beckley-Cardy, Chicago, Illinois

Wide Balance Bridge. Holbrook. Beckley-Cardy, Chicago, Illinois

REFERENCES

Cratty, Bryant, Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities, Inc., 1967

ACTIVITIES

Around My Partner

One student remains stationary. The other student demonstrates, by moving around his partner, concept words the teacher calls out.

Think Partner

By moving around his partner, a student demonstrates and identifies as many concept words as he can remember.

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MATERIALS

Pictures for Peg Board Classification - Opposites. Ideal. Beckley-Cardy, Chicago, Illinois

Positions in Space. Instructor Curriculum Materials. Beckley-Cardy, Chicago, Illinois

Wide Balance Bridge. Holbrook. Beckley-Cardy, Chicago, Illinois

REFERENCES

Cratty, Bryant, *Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth*. New York: Educational Activities, Inc., 1967

U. MOVEMENT OF BODY TO OBJECTS USING BASIC CONCEPT WORDS

Student will use a desk, a chair and a block of wood

CONCEPT WORD	DIRECTION	COMMENT
front	"Stand in front of the desk."	
back, behind	"Stand in back of the desk."	
right	"Stand to the right of the chair."	
left	"Stand to the left of the chair."	
beside	"Stand beside the desk."	
up, upon	"Put your feet up on the desk."	
down	"Lay your head down on the desk."	
top	"Touch the top of your head against the chair."	
bottom	"Touch the bottom of your foot to the block of wood."	
above, over, on, on top of	"Hold your elbows above the desk."	
below, under, beneath, underneath	"Put your hands below the desk."	
higher	"Put your arm higher than the block of wood."	
lower	"Put your arm lower than the block of wood."	
in, into	"Put your hand in the desk."	
out	"Take your hand out of the desk."	
near, close, adjacent to, next to, by,	"Put your head near the chair."	
far, away	"Move your body far from the chair."	
toward	"Lean your head toward the desk."	

CONCEPT WORD	DIRECTION	COMMENT
across, opposite	"Put your body across from the desk.	
around	"Walk around the chair."	
middle, center	"Place hand in the middle of the desk."	
between	"Put your body between the desk and the chair."	

ACTIVITIES

Move Your Partner

Partners stand by a table. The teacher calls out a concept word and one student positions his partner at the table to illustrate the given word.

Direction Fun

Students are given a series of directions to follow within the room using concept words and objects (i.e., go to the left of the clock, behind the easel and over the waste basket, etc.). The first student to complete the series is the winner.

My Body Speaks

The teacher calls out a concept word. The student locates any object in the room and illustrates the word using the object.

I Remember

The student selects any object in the room. He demonstrates and identifies many concept words as he remembers, using the object.

MATERIALS

My Home and Family. Instructo. Constructive Playthings; Kansas City, Missouri

Opposite Concepts. Instructo. Constructive Playthings; Kansas City, Missouri

Spatial Relation Picture Cards. Developmental Learning Materials; Niles, Illinois

REFERENCES

Cratty, Bryant. *Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth*. New York: Educational Activities, Inc., 1967.

V. MOVEMENT OF OBJECTS TO BODY USING BASIC CONCEPT WORDS

Student will use a chair, block of wood, lollipop and a pebble.

CONCEPT WORD	DIRECTION	COMMENT
front	"Put block of wood in front of your face."	
back, behind	"Put the chair in back of your body."	
right	"Put the chair on your right."	
left	"Put the chair on your left."	
beside, to the side, along	"Put the block of wood beside your ear."	
up, upon	"Put the block of wood upon your shoulder."	
above, over, on top of	"Put the block of wood above your head."	
bottom, below, under, beneath, underneath	"Put the block of wood on the bottom of your foot."	
on, upon	"Put the block of wood on your head."	
higher	"Hold the block of wood higher than your head."	
lower	"Hold the block of wood lower than your head."	
in, into	"Put the lollipop in your mouth."	
out	"Take the lollipop out of your mouth."	
near, close, next to, by, adjacent to	"Put the chair near your body."	
far, away	"Hold the block of wood far from your body."	
across, opposite	"Place the chair across from your body."	

CONCEPT WORD	DIRECTION	COMMENT
around	"Move the chair around your body."	
middle, center	"Place the pebble in the middle of your palm."	
between	"Put the block of wood between your feet."	

ACTIVITIES

Move the Object

The student stands stationary and moves a given object around himself demonstrating and identifying concept words he remembers.

Around My Partner

The teacher calls out concept words. A student moves a given object around his partner to demonstrate the given words.

Word Point

The teacher calls out a concept word. The first student to demonstrate it with his given object, scores a point.

MATERIALS

"Hi-Q" - Game. American Foundation for the Blind; New York, New York

My Home and Family. Instructo. Constructive Playthings; Kansas City, Missouri

Opposite Concepts. Instructo. Constructive Playthings; Kansas City, Missouri

Spatial Relation Picture Cards. Developmental Learning Materials; Niles, Illinois

REFERENCES

Cratty, Bryant. Developmental Sequences of Perceptual Motor Tasks; Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities, Inc., 1967.

W. MOVEMENT OF OBJECTS TO OBJECTS USING BASIC CONCEPT WORDS

Student should be sitting at a desk. He will use a box, two blocks of wood, a pencil, a cup and a pebble.

CONCEPT WORD	DIRECTION	COMMENT
front	"Put the cup in front of the box."	
back, behind	"Put the pencil in back of the box."	
right	"Put the cup to the right of the box."	
left	"Put the pencil to the left of the box"	
beside, to the side, sideways, along	"Put the block of wood beside the box."	
above, over, top, on top of	"Put the cup on top of the box."	
below, under, beneath, underneath	"Put the block of wood below the cup."	
bottom, top	"Put the bottom of the cup on the top of the box." "Put the bottom of the box on the top of the cup."	
on, upon	"Put the pencil on the box."	
in, into	"Put the pebble in the cup."	
out	"Take the pebble out of the cup."	
near, close	"Put the box near the block of wood."	
far, away	"Put the box far from the pencil."	
across, opposite	"Put the box across from the block of wood."	
level	"Hold the pencil level."	
slanted	"Hold the pencil so that it is slanted."	
middle, center	"Place the box in the middle of the desk."	

CONCEPT WORD	DIRECTION	COMMENT
between	"Put the cup between the box and the block of wood."	
horizontal	"Hold the block of wood so that it is horizontal."	
vertical	"Hold the block of wood so that it is vertical."	
diagonal	"Hold the block of wood so that it is diagonal."	
parallel	"Place the two blocks of wood parallel to each other."	
perpendicular	"Place the two blocks of wood perpendicular to each other."	

ACTIVITIES

I'll Show You

Have the student move any given objects he wants. He will identify the objects and after placing them as he wants, will state the concept word used.

Location

Given a series of concept words the student will locate objects within the room to demonstrate the words. Different objects should be used for each word. The student should also identify the objects.

Object to Object

Students will be given a series of objects to complete (i.e., put the box on the table, the book in the desk, the hat on the hook, etc.) The first to complete the series is the winner. (Note: directions are given all at once.)

Rearrange the Room

Using concept words give the student a direction to follow in moving objects within the classroom (i.e. put the chair behind my desk, etc.). This might also be adapted for a race between two students.

Shape Contest

Give each student two wooden shapes (all will have the same two shapes). The teacher will call out the oral direction using concept words (i.e., put the circle in front of the square, etc.) Each correct movement is a point for the youngster. The one with the most points is the winner.

MATERIALS

Colores Inch Cubes. Developmental Learning Materials; Niles, Illinois

Doll House and Furniture. Constructive Playthings; Kansas City, Missouri

Form Puzzle. Developmental Learning Materials; Niles, Illinois

Geometric Figures and Solids. Dick Blick; Galesburg, Illinois

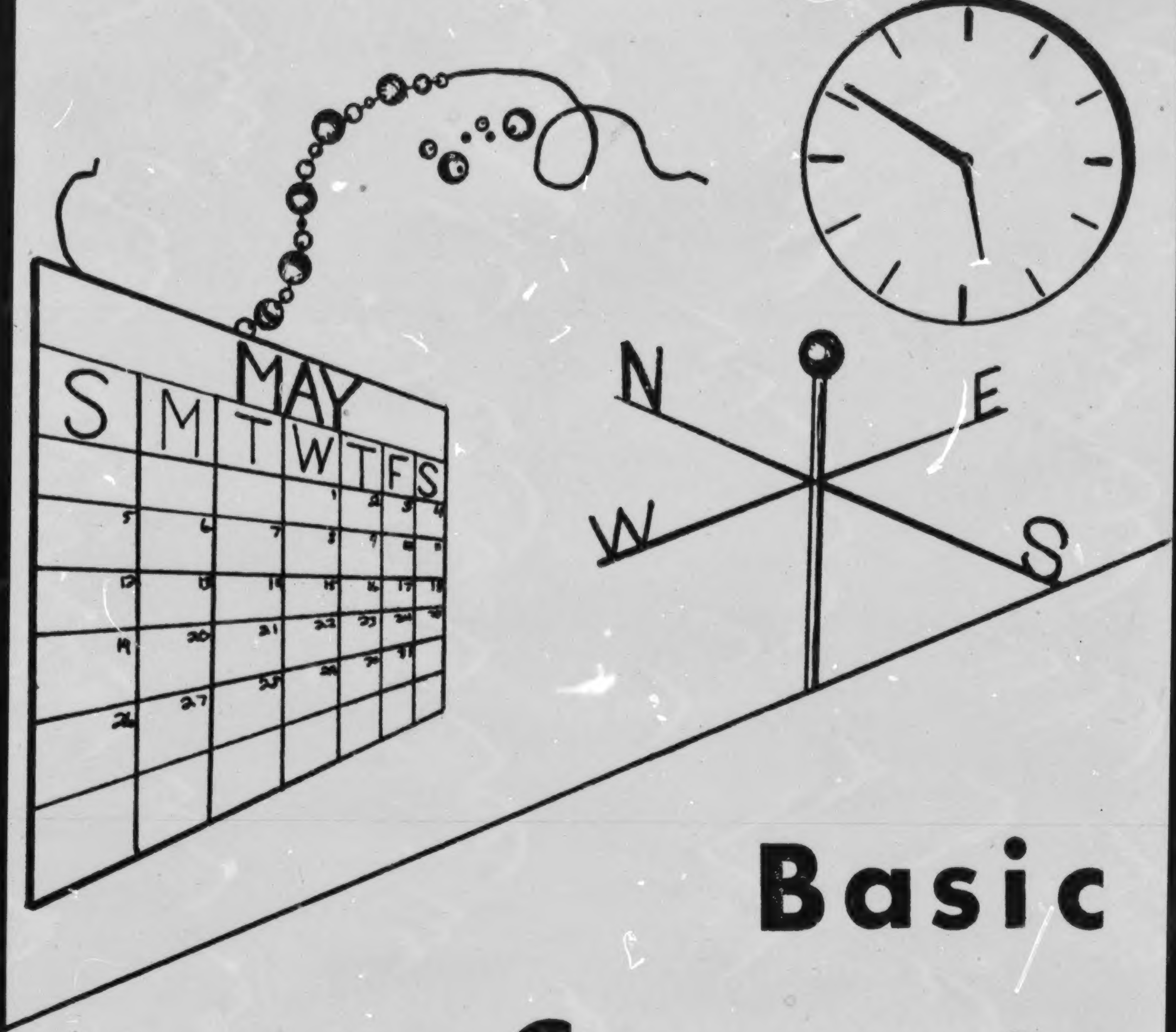
Play Family School. Dick Blick; Galesburg, Illinois

Shape Sorting Box. Creative Playthings. Beckley-Cardy; Chicago, Illinois

REFERENCES

Cratty, Bryant, Developmental Sequences of Perceptual Motor Tasks: Movement Activities for Neurologically Handicapped and Retarded Children and Youth. New York: Educational Activities, Inc., 1967.

Hill, Everett. Test Manual for Basic Concepts Related to Orientation and Mobility. Missouri: Missouri School for the Blind.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Basic Concepts and Abilities

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BASIC CONCEPTS AND ABILITIES

INTRODUCTION

Basic concepts refer to the primary impressions a youngster obtains of his environment through utilizing his senses. These concepts (size, texture, weight, etc.) become more meaningful when he has the capacity or ability of relating them to his surroundings through his identifying, describing, grouping, etc. To acquire these basic concepts the visually impaired student needs to be exposed to a variety of experiences and activities related to his home, school and community.

A basic check list is provided at the beginning of this section to be used as a pre and post test. This will serve as a quick reference for the teacher in determining the youngster's needs. Once the needs are assessed an individualized program should be planned.

The charts provide a few examples for presenting each concept. They are meant to be a stepping stone from which you develop further activities.

Materials and references have been included for each concept with space for additional entries.

BASIC CONCEPTS CHECKLIST

SIZE	small large smaller larger longer than shorter than inches feet yard mile length block
SHAPE	round square triangle flat irregular oval
TEXTURE	rough smooth soft hard dry wet warm cool hot cold
COLOR	names shades tints bright dull glossy light dark primary secondary tertiary
WEIGHT	light heavy medium pound ounce gram ton liquid measure
LOCATION	classroom bedroom home school street sidewalk driveway
USE	cleaning tools wearing items edibles playing items cooking utensils bedtime items
POSITION	low high up down in front between next to across from on over near far distance of footage left right
MOVEMENT	can be moved is moving stationary fast slow quick jerky smooth running skipping
TIME	hours minutes seconds weeks days months years morning day afternoon night
SOUNDS	loud soft harsh high low pitch frequency
TASTE	sweet sour bitter bland salty spicy
ODOR	sweet sour spicy stale fresh

BASIC CONCEPTS AND ABILITIES CHECKLIST

CONCEPTS	ABILITIES								
	Identify	Describe	Label	Group	Sort	Order	Copy	Pattern	Contrast
Size									
Shape									
Texture									
Color									
Weight									
Location									
Use									
Position									
Movement									
Time									
Sounds									
Taste									

DEFINITIONS OF ABILITIES

Note: These definitions have been provided for a quick reference point in differentiating the various abilities.

Identify: ability to know or recognize an object

Describe: to represent the features of

Label: paper card affixed to anything denoting its content, nature, ownership, etc.

Group: number of persons or things near, placed or classified together

Sort: to put into order persons or things having same qualities

Order: sequence; to systematize

Copy: an imitation of an original

Pattern: a model, example or guide to imitate

Contrast: to bring out differences

Reference: Webster's Encyclopedia of Dictionaries. Edited by John Gage Allee. U.S.A.: Ottenheimer Publishers, Inc., 1970

A. SIZE

Characteristics: small, large, smaller, larger, big, bigger than, longer than, shorter than, inches, feet, yards, mile, length of room, block, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	small, large	Given 2 balls, the student will respond to the direction: "hand me the large ball."	
Describing	inch, foot	Given a group of items of various sizes, the student will describe their measurement	
Labeling			
Grouping			
Sorting	small, medium, large	Given a box of various sized pegs, the student will sort them according to size	
Ordering			
Copying			
Patterning			
Contrasting	smaller than, bigger than	Given shoes, coats, etc. of children and adults, the student will contrast their size	

MATERIALS

Blocks. Beckley-Cardy; Chicago, Illinois

Braille Rulers. American Printing House for the Blind; Louisville, Kentucky

Color Stacking Discs. Beckley-Cardy; Chicago, Illinois

Cuisenaire Rods. Beckley-Cardy; Chicago, Illinois

Dimensional Concept Cylinders. Developmental Learning Materials; Niles, Illinois

Feel and Match-Lengths. Lauri. Beckley-Cardy; Chicago, Illinois

Graduating Shapes. Tactile Aids for the Blind; Des Moines, Iowa

Montessori Cylinders and Pegs. Daigger and Company; Chicago, Illinois

Shape Board. American Printing House for the Blind; Louisville, Kentucky

Size-Graded Shapes Sets. Beckley-Cardy; Chicago, Illinois

Size-Perception Puzzle. Developmental Learning Materials; Niles, Illinois

Steel Tape. American Foundation for the Blind; New York, New York

REFERENCES

Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.

B. SHAPE

Characteristics: round, square, triangle, flat, irregular, oval, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying			
Describing	square	Given a cube or box, the student will describe its shape	
Labeling	round	Label or tag the objects in the room that are round	
Grouping			
Sorting	square, triangle, round	Given a series of shapes, the student will sort according to shape	
Ordering			
Copying			
Patterning	round, square, triangle, oval	Given a bead pattern, the student will complete pattern using all beads given	
Contrasting			

MATERIALS

Advanced Shapes Set. Beckley-Cardy; Chicago, Illinois

Colors and Shapes Games. Playskool. Beckley-Cardy; Chicago, Illinois

Coordination Board. Beckley-Cardy; Chicago, Illinois

Cross the Brook. Beckley-Cardy; Chicago, Illinois

Fit-A-Shape. Lauri. Beckley-Cardy; Chicago, Illinois

Giant Textured Beads. American Printing House for the Blind; Louisville, Kentucky

Mitchell Wire Forms with Matched Planes and Volumes. American Printing House for the Blind; Louisville, Kentucky

Puzzle Form-Board Kit. American Printing House for the Blind; Louisville, Kentucky

Shape Board. American Printing House for the Blind; Louisville, Kentucky

Shape-O. Tupperware; Orlando, Florida

Shapes and Forms. Edu-Cards Learning Experience Kit. Beckley-Cardy; Chicago, Illinois

Shape Up. Beckley-Cardy; Chicago, Illinois

Tinker Toys. Beckley-Cardy; Chicago, Illinois

Wooden Beads. Beckley-Cardy; Chicago, Illinois

REFERENCES

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.

Sharp, Evelyn, Thinking Is Child's Play. New York: E. P. Dutton and Company, Inc. 1969.

Characteristics: rough, smooth, soft, hard, dry, wet, warm, cool, hot, cold, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	dry, wet, cool, warm	Given sand (grass) to walk on, the student will identify its texture	
Describing	soft, hard	Given candy to eat, the student will describe whether it is soft (chewable) or hard	
Labeling	soft, hard	Given a variety of objects, the student will label according to soft, hard	
Grouping			
Sorting	smooth, rough	Given pieces of material (sand paper), the student will sort according to texture	
Ordering			
Copying			
Patterning			
Contrasting	differences of interior surface textures	Using a room and its many surfaces, the student will compare and contrast the textures and discuss the practicality of its function	

MATERIALS

Feel and Match Textures. Lauri. Beckley-Cardy; Chicago, Illinois

Giant Textured Beads. American Printing House for the Blind; Louisville, Kentucky

Roughness Discrimination Test. American Printing House for the Blind; Louisville, Kentucky

Textured Card Set. Tactile Aids for the Blind; Des Moines, Iowa

Touch and Tell. Beckley-Cardy; Chicago, Illinois

Wonder Blocks. Tactile Aids for the Blind; Des Moines, Iowa

REFERENCES

Johnson, Ysabel. *A Blind Child Becomes A Member of Your Class*. New York; American Foundation for the Blind, 1961.

Michigan School for the Blind. *Pre-Cane Mobility and Orientation Skills for the Blind*. Michigan: Michigan School for the Blind.

University of Oklahoma Health Sciences Center. *Tactile Discrimination*. Oklahoma: South Central Region for Services to Deaf-Blind Children.

D. COLOR

Characteristics: names, shades, tints, bright, dull, glossy, light, dark, primary, secondary, tertiary colors, etc. (Students having light and dark residual vision might also benefit from these activities)

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	light, dark	Given light and dark shades of colors (construction paper), the student will identify light and dark	
Describing	primary, secondary, tertiary colors	Given these names, the student will describe the color combinations	
Labeling	names	Given the work "red" the student will collect all the objects in the room which are red	
Grouping			
Sorting	shades	Given a box of broken crayons, the student will sort the crayons according to color	
Ordering			
Copying			
Patterning			
Contrasting			

MATERIALS

Colored Inch Cubes and Design Cards. Developmental Learning Materials; Niles, Illinois

Color Lotto. Beckley-Cardy; Chicago, Illinois

Color Pattern Board. Ideal School Supply Company; Oak Lawn, Illinois

Colors and Shapes Games. Playskool. Beckley-Cardy; Chicago, Illinois

Cross the Brook. Beckley-Cardy; Chicago, Illinois

Large Parquetry and Design Cards. Developmental Learning Materials; Niles, Illinois

Mixing Colors. Instructor Curriculum Material. Constructive Plaything; Kansas City, Missouri

Peg Board and Design Cards. Developmental Learning Materials; Niles, Illinois

Same and Different Colors. Developmental Learning Materials; Niles, Illinois

Stringing Beads and Patterns. Beckley-Cardy; Chicago, Illinois

REFERENCES

Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.

E. WEIGHT

Characteristics: light, heavy, medium, pound, ounce, gram, ton, liquid measure, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	1/2 pint, pint, quart, 1/2 gallon, gallon	Given these volume containers, the student will name the content of each	
Describing			
Labeling			
Grouping			
Sorting	light, heavy	Given six classroom items, the student will sort into two groups by weight	
Ordering	lightest, heaviest	Given a pan balance, weights, and objects of various metals, the student will sequentially order the objects beginning with the lightest	
Copying			
Patterning			
Contrasting			

MATERIALS

Basic Weight Tablets. Montessori. Daigger and Company; Chicago, Illinois

Comparison Balance. Developmental Learning Materials; Niles, Illinois

Equalizer Balancer. Creative Publications; Palo Alto, California

Metric Aluminum Liquid Measures. Creative Publications; Palo Alto, California

One Piece Balance. Creative Publications; Palo Alto, California

Science Measurements Kit. American Printing House for the Blind; Louisville, Kentucky

Single Beam Balance Scale with Metric Weights. Ideal. Beckley-Cardy; Chicago, Illinois

Stackable Plastic Weights. Dick Blick; Galesburg, Illinois

Sum-Stick. Beckley-Cardy; Chicago, Illinois

Wood Set of Liquid Measures. Beckley-Cardy; Chicago, Illinois

REFERENCES

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

F. LOCATION

Characteristics: would be found in...classroom, bedroom, home, school, community; on street, sidewalk, driveway, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	bathroom	Given the phrase "bathroom items", the student will identify items found in a bathroom	
Describing	bedroom, kitchen	Given a specific room, the student will describe items found in that room and their usage	
Labeling			
Grouping	yard, workshop, kitchen	Given a variety of tools, the student will tell where they are found	
Sorting			
Ordering			
Copying			
Patterning			
Contrasting	home, school	Given these locations, the student will discuss their differences	

MATERIALS

Around the School. Instructor Curriculum Materials. Beckley-Cardy; Chicago, Illinois

Doll House and Furniture. Beckley-Cardy; Chicago, Illinois

Places We Go. Instructor Curriculum Materials. Beckley-Cardy; Chicago, Illinois

Playskool Village. Beckley-Cardy; Chicago, Illinois

Play Stores. Beckley-Cardy; Chicago, Illinois

Where We Live. Instructor Curriculum Materials. Beckley-Cardy; Chicago, Illinois

REFERENCES

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.

G. USE

Characteristics: cleaning tools, wearing items, edibles, playing items, cooking utensils, bedtime items, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	cooking utensils	Given a kitchen tool, the student will identify it and verbalize its use	
Describing	cleaning tools	Given a variety of cleaning tools, the student will describe its purpose and how to use it	
Labeling	edibles	Given a variety of foods, the student will label or tag according to fruits, vegetables, etc.	
Grouping			
Sorting	wearing items	Given a box of clothing, the student will sort according to underwear, inside playclothes, outdoor garments, etc.	
Ordering			
Copying			
Patterning			
Contrasting			

MATERIALS

Carpenter Tool Chest. Dick Blick; Galesburg, Illinois

Classification Game. Beckley-Cardy; Chicago, Illinois

Classification: Things a Family Uses. Instructo. Beckley-Cardy; Chicago, Illinois

Cooking Utensils. Beckley-Cardy; Chicago, Illinois

Housecleaning Set. Beckley-Cardy; Chicago, Illinois

4 Picture Card Games. Milton Bradley. Beckley-Cardy; Chicago, Illinois

Tea Set. Beckley-Cardy; Chicago, Illinois

Vegetable and Fruit Poster Cards. Milton Bradley. Beckley-Cardy; Chicago, Illinois

We Learn to Classify. (Duplicating Master) Constructive Plaything; Kansas City, Missouri

REFERENCES

H. POSITION

Characteristics: low, high, up, down, in front, between, next to, across from, on over, near, far, distance of footage, left, right, body height, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	low, high	The student will follow the directions of "Simon Says" (i.e., Simon Says, "bend low," etc.)	
Describing	on, under	Given objects, upon direction the student will place them on and under the table	
Labeling	shoulder high	Given the term shoulder high, the student will label all the items in the room which are this height	
Grouping			
Sorting			
Ordering			
Copying			
Patterning			
Contrasting	top, bottom, middle, left, right	Given a paper, the student will find the top, bottom, middle, left and right sides	

MATERIALS

Cross the Brook. Beckley-Cardy; Chicago, Illinois

Opposites. Milton Bradley. Beckley-Cardy; Chicago, Illinois

Positions in Space. Instructor Curriculum Materials. Beckley-Cardy; Chicago, Illinois

Space Relationship Cards. Milton Bradley. Beckley-Cardy; Chicago, Illinois

REFERENCES

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

Office of the Superintendent of Public Instruction. Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents. Illinois: Instructional Materials Center, 1972.

I. MOVEMENT

Characteristics: can be moved, is moving, stationary, fast, slow, quick, jerky, smooth, running, skipping, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	slow, fast	Using his own body, the student will identify fast and slow movements	
Describing	smooth, jerky	Given these two concepts, the student will describe them	
Labeling			
Grouping			
Sorting			
Ordering			
Copying	skipping, running	Given a demonstrations, the student will repeat the movements	
Patterning			
Contrasting	manual, mechanical	Given 2 toy cars, one mechanically operated, the student will explain how the cars can be moved	

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MATERIALS

Basic Creative Rhythms. (Record Album). Beckley-Cardy; Chicago, Illinois

Flip N' Skip. Constructive Playthings; Kansas City, Missouri

Rhythm Records. Beckley-Cardy; Chicago, Illinois

Scooter Board. Beckley-Cardy; Chicago, Illinois

Twister Game. Milton Bradley. Beckley-Cardy; Chicago, Illinois

REFERENCES

Barlin, Anne and Paul. *The Art of Learning Through Movement*. California: Ward, Titchie Press, 1971.

Dimondstein, Geraldine. *Children Dance in the Classroom*. New York: Macmillan, 1971.

Michigan School for the Blind. *Pre-Cane Mobility and Orientation Skills for the Blind*. Michigan: Michigan School for the Blind.

Wiener, J. and Lidstone J. *Creative Movement for Children*. New Jersey: Van Nostrand, 1969.

J. TIME

Characteristics: hours, minutes, seconds, weeks, days, months, years; morning, day, afternoon, night

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	days, weeks, months	Given "year" as a constant, the student will give equivalencies in days, weeks, months	
Describing			
Labeling	morning, afternoon, evening	Given the time of day, the student will label the hours of that period	
Grouping			
Sorting			
Ordering	morning, night	Given a series of personal items, the student will sequence them according to the time of their use	
Copying			
Patterning			
Contrasting			

MATERIALS

Clockface with Raised Ink-Print and Braille Numbers. American Printing House for the Blind; Louisville, Kentucky

Create-a-Clock. Beckley-Cardy; Chicago, Illinois

Date Wheel. Developmental Learning Materials; Niles, Illinois

Magnetic Calendar Board. Beckley-Cardy; Chicago, Illinois

Pocket Braille Calendar. American Foundation for the Blind; New York, New York

Sequential Calendar. Developmental Learning Materials; Niles, Illinois

Today's Date Box. Developmental Learning Materials; Niles, Illinois

REFERENCES

Math Curriculum Guides may be used in teaching the concept of time.

K. SOUNDS

Characteristics: loud, soft, harsh, high, low, pitch, frequency, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	Specific types of loudness	Using an appropriate record, the student will identify car (train, plane, etc.) sounds such as: screech, roar of engine, etc.	
Describing	high, low	Given sounds, (guitar, piano), the student will describe the pitch	
Labeling			
Grouping			
Sorting			
Ordering			
Copying	loud, soft	Given a drum, the student will repeat a loud-soft beat which he hears	
Patterning			
Contrasting			

MATERIALS

Child's World of Sounds. (album & cassette). Bowmar, Co.; Valhalla, New York

Fundamentals of Sound. Beckley-Cardy; Chicago, Illinois

Rhythm Band Instruments. Creative Playthings. Beckley-Cardy; Chicago, Illinois

Sound Cylinders Montessori. Daigger and Company; Chicago, Illinois

Sound Experiments. Beckley-Cardy; Chicago, Illinois

Sound Records. Folkways Scholastic Records; Englewood Cliffs, New Jersey

REFERENCES

Johnson, Ysabel. A Blind Child Becomes A Member of Your Class. New York: American Foundation for the Blind, 1961.

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

L. TASTE

Characteristics: sweet, sour, bitter, bland, salty, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	salty, bland	Given the same food salted and unsalted, the student will identify the salted food	
Describing			
Labeling	sweet, sour	Given three juices (orange, grapefruit, kool-aid), the student will label which are sweet and which are sour	
Grouping	spicy	Given three spicy products and one non-spicy product, the student will group the three that are similar	
Sorting			
Ordering			
Copying			
Patterning			
Contrasting			

MATERIALS

The teacher will need to provide materials depending on the specific activity. Due to spoilage of foods, commercial materials are not available.

REFERENCES

M. ODOR

Characteristics: sweet, sour, spicy, stale, fresh, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	sweet, spicy, fresh, etc.	Taken for a walk in the neighborhood, the student will identify a store by its specific odor	
Describing			
Labeling	stale, sweet	Given a variety of common foods, the student will label the food through smell	
Grouping	spicy, sweet	Given three samples of cinnamon and one of powdered chocolate, the student will group those which are spicy	
Sorting			
Ordering			
Copying			
Patterning			
Contrasting			

MATERIALS

Scratch and Sniff Books. Golden Press; Available in Book Stores

Scratch and Sniff Braille Books. Howe Press; Watertown, Massachusettes

Sanford's Fragrant Mr. Sketch Instant Water Colors. Beckley-Cardy; Chicago, Illinois

REFERENCES

Johnson, Ysabel. *A Blind Child Becomes A Member of Your Class*. New York: American Foundation for the Blind, 1961.

Michigan School for the Blind. *Pre-Cane Mobility and Orientation Skills for the Blind*. Michigan: Michigan School for the Blind.

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MOTOR Coordination

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INTRODUCTION

Motor coordination refers to the youngster's ability to perform muscular activities with skill and balance. This section presents a variety of skills which are desirable for all youngsters to develop in order to function smoothly and efficiently throughout life. Assimilation of these movements is generally accomplished through exploration and observation during the growth and developmental process. Many visually impaired youngsters may not profit from a visual stimulus alone and may need to be "shown" the most simple body movements.

A motor coordination checklist is included as a check sheet for each student as to whether they can or cannot perform the specific skill. An individual record can be kept for pre and post testing.

Each skill is defined and presented with two activities plus assessment guidelines. The descriptive activity is the teacher's direct statement to the student. If the student is unable to perform the skill adequately, the teacher refers to the maneuvering activity. This activity provides basic instruction in working with the youngster.

Additional activities, materials and references are included for your information. You are encouraged to add other sources on these pages for your personal use. In working with these skills it is also suggested you consult your school district's Physical Education Curriculum Guide for further ideas.

MOTOR COORDINATION CHECKLIST

OBJECTIVES	COMMENT	OBJECTIVES	COMMENT
Lie Down		Gallop	
Roll		Skip	
Scoot		Stretch	
Sit		Push and Pull	
Kneel		Twist	
Crawl		Bend	
Stand		Stoop and Squat	
Walk		Climb	
March		Grasp	
Jump		Throw	
Hop			
Run			
Side-Step			

A. LIE DOWN

To assume a reclining position; to place for sleep

Descriptive Activity

Lie on your back with your feet straight out.

Maneuvering Activity

The student should be in a sitting position on a low table, floor or mat. Swing his legs up so they are on the horizontal surface. If necessary, swing the student's legs from the knee area. Gently propel him with support back down towards the surface in order for his upper trunk to be lying flat.

Assessment

Ability to contact legs and trunk with horizontal surface

ACTIVITIES

House Play

Have students play "house" and pretend it is time to go to bed.

Doll Play

Using dolls, have students put them in a "sleeping" position.

Nap Time

Have a rest period for student in which they recline on mats.

Exercises

Have students lie on mats and do a variety of feet and/or arm exercises in that position.

MATERIALS

Dolls. Constructive Playthings; Kansas City, Missouri

Fold-A-Mats. Constructive Playthings; Kansas City, Missouri

Vestibular Board. Constructive Playthings; Kansas City, Missouri

REFERENCES

Craig, Marjorie. Miss Craig's Growing Up Exercises. New York: Random House, 1973.

B. ROLL

To move by turning on an axis over and over

Descriptive Activity

Lie on your back with your legs straight and arms stretched overhead. Cross your right leg over the left until your body turns over and you are lying on your stomach. Repeat by crossing your left leg over the right to turn from your stomach to your back. Continue rolling over and over in the same direction.

Maneuvering Activity

The teacher kneels near the student's hips and aids in any body manipulation indicated above, if necessary. For this activity, the teacher kneels on the opposite side of the direction the student in rolling.

Assessment

Ability to independently perform this activity

ACTIVITIES

Log Roll
Have the student pretend he is a log as he continuously rolls in a cleared area.

Hill Roll
From the top of a hill, the student allows his body to roll down the hill.

Roll Change
Direct the student as to whether he should roll to his right or his left. As the student progresses, change directions rapidly.

Rolling Race
In a large open space area students roll from a common starting point. First to reach the finish line wins.

MATERIALS

Aerobat. Dick Blick; Galesburg, Illinois

Crawl Through Play Tunnel. Beckley-Cardy; Chicago, Illinois

Fun Barrel. Constructive Playthings; Kansas City, Missouri

Roll Around. Constructive Playthings; Kansas City, Missouri

REFERENCES

C. SCOOT

To move forward with the aid of the arms while sitting on the floor with legs extended

Descriptive Activity

Sit on the floor with your legs in front of you with knees bent. Put your arms at your side but slightly to the back of you with your fingers facing the back. Extend your feet slightly as you pull with your heels and push with your arms. Repeat the same procedure.

Maneuvering Activity

The youngster sits on floor with his legs flat in front of him. The teacher positions herself next to the student and lifts his legs up at the knee and assists him in moving forward with a pulling motion. His hands should be slightly behind the back and to the sides and they should aid in pushing.

Assessment

Ability to move forward while sitting on the floor and maintaining balance

ACTIVITIES

Scoot Race

Have the students scoot toward an object (audible if necessary) and the first to the finish line is the winner.

Variety Scoot

The teacher calls out various directions (backward, forward, sideward, etc.) for the students to scoot. This may be done to the tempo of music.

Easy Scoot

Using scooter boards, the students race to the finish line.

MATERIALS

Gym Scooters. Beckley-Cardy; Chicago, Illinois

Scooter Board. Beckley-Cardy; Chicago, Illinois

REFERENCES

D. SIT

To rest on a seat or chair in an erect manner in normal position

Descriptive Activity

Sit on a bench (one that has no back support) with your back straight, head held up with chin parallel to the floor, and feet flat on the floor.

Maneuvering Activity

The student should be given a chair suitable for his height and without a back support. His back side should be straight and feet flat on the floor in front of the chair. The head should be held up with chin parallel to the floor. If necessary, manipulate the parts of his body to achieve the proper position or have the student "feel" another's body who is in proper position.

Assessment

Ability to maintain proper posture when sitting on a bench or chair without support from another person or object without constant reminding

ACTIVITIES

Object Try-Out
Have student sit in and on various objects (box, tire, etc.).

Cross Legs
Have student sit on the floor in "Indian" style.

Sit and Tell
Have student sit against different textured objects and have him describe and identify the texture.

Sit and Work
In a sitting position have the student perform a variety of hand movements and/or exercises.

Sit Correctly
While sitting, have the student demonstrate proper and improper sitting postures.

MATERIALS

Coaster Seat. Constructive Playthings; Kansas City, Missouri

Dyna Balance Rocking Platform. Developmental Learning Materials; Niles, Illinois

Flying Saucer. Beckley-Cardy; Chicago, Illinois

REFERENCES

Craig, Marjorie. *Miss Craig's Growing Up Exercises*. New York: Random House, 1973.

Wheeler, Ruth and Hooley, Agnes. *Physical Education for the Handicapped*. Pennsylvania: Lea and Febiger, 1969.

E.. KNEEL

To bend or rest on one's knee or knees

Descriptive Activity

Lower your body by bending your knees slowly until one or both knees are in contact with the ground.

Maneuvering Activity

In a standing position, bend the student's knee by lifting the foot to the rear of his body indicating this is how both legs should be when kneeling down. Stand to the side or in front of the student and assist with balance while he lowers himself into position.

Assessment

Ability to assume correct position and maintain balance

ACTIVITIES

Kneel Exercise

Have the student do a variety of hand and body exercises from a kneeling position.

Kneel Stunts

Have the student stand with toes on a line and without using hand or moving the feet he should kneel down and get up again.

In a kneeling position with arms backwards have the student swing arms forward and jump to a stand.

Kneel Walk

In a kneeling position, have the student "walk" to a specific object within the room. This can be adapted for groups and the first to the object is the winner.

MATERIALS

Dyna Balance Rocking Platform. Developmental Learning Materials; Niles, Illinois

Fold-A-Mats. Constructive Playthings; Kansas City, Missouri

Gym Scooters. Beckley-Cardy; Chicago, Illinois

REFERENCES

F. CRAWL

To move on hands and knees in a smooth, coordinated way

Descriptive Activity

Kneel down and with your back parallel to the floor, touch the floor with your hands while your arms are held straight. Moving alternating hands and legs together, move your body.

Maneuvering Activity

As the student kneels on the floor, manipulate his arms, hands and back into position, or have him "look" at someone who is in proper position. Demonstrate cross-diagonal crawling, moving opposite arm and leg together.

Assessment

Ability to move in a smooth manner and maintain bilateral coordination

ACTIVITIES

Follow the Music
Have the student crawl to music by corresponding his movements to the tempo of the music.

Animal Imitation
Have the students imitate animal patterns while crawling (i.e., fast like a horse; slow like a turtle).

Find the Timer
Have the student crawl forward and backward to an audible goal (kitchen timer).

Follow the Layout
The teacher will have different textures for opposite arms and legs laid out in a pattern on the floor. The student will follow the layout, being sure the texture he feels with the right hand/left leg are the same and the textures of the left hand/right leg are the same.

Snake Crawl
Have the students crawl on their stomach in snake-like fashion.

MATERIALS

Creepy Crawly Caterpillar. (Record). Educational Record Sales; El Segundo, California

Fun Tunnel. Constructive Playthings; Kansas City, Missouri

Tunnel of Fun. Constructive Playthings; Kansas City, Missouri

REFERENCES

G. STAND

To be upright on the feet in an erect manner

Descriptive Activity

With your feet parallel to the floor, stand in an upright position. Your head should be held up with chin parallel to the floor.

Maneuvering Activity

Have the student stand against a flat surface with his shoulder blades and heels against the surface. Head is centered and held upright, with chin parallel to the floor. Stomach muscles are held in. This can be demonstrated on the student or he can "feel" another's body who is in correct position. After these are demonstrated the student should resume the same posture without the aid of a surface.

Assessment

Ability to maintain an erect posture

ACTIVITIES

Stand and Tell

Have the student explain and demonstrate correct and incorrect standing postures.

Stand and Exercise

While in a standing position, have the students perform various exercises.

Stand with Feelings

Have the students stand as if they felt happy, "tall", tired, "small", excited, etc.

MATERIALS

Balance Beam. Constructive Playthings; Kansas City, Missouri

Stepping Blocks. Constructive Playthings; Kansas City, Missouri

REFERENCES

Craig, Marjorie. Miss Craig's Growing Up Exercises. New York: Random House, 1973.

Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

H. WALK

To move erect in a coordinated upright fashion without support by transferring the weight from one foot to another

Descriptive Activity

Hold your body erect and move your legs forward one at a time with your hips slightly swiveling.

Maneuvering Activity

Have the student achieve a standing posture (body erect, weight evenly distribut on both feet, shoulders level, head held high with the chin parallel to the ground). Position yourself behind the student and explain as you go. Move his legs forward one at a time, slightly swiveling his hips so that he is propelled forward while upright. There should be a "give" in the knees as the heels touch the floor. Lift the knees if there is a tendency to shuffle or drag feet. The foot movement should be an easy roll from the heel, to the ball of the foot, up and over the toe, with toe pointing forward. Remind the student to keep his face forward in the direction of the walk.

Assessment

Ability to hold the body erect and easy as bilateral coordination is maintained

ACTIVITIES

Rhythm Walk

Have the student walk according to the tempo of the rhythm.

Follow the Walking Leader

One student is the leader as he moves throughout the room the other students follow him. Walking movements of all types can be used (forward, sideward, backward, tiptoe, walk small, wide, narrow, etc.)

Step Sizes

Have the students walk like an animal (i.e., bird, elephant, dog, etc.)

Balance Yourself

Use a balance beam in having the students walk forward and backward. Start with a wide beam and gradually decrease the width.

Feel Walk

Have the students walk as if they were happy, sad, angry, excited, etc.

MATERIALS

Adjustable High Hop Stilts. Constructive Playthings; Kansas City, Missouri

Dyna-Balance Walking Board. Developmental Learning Materials; Niles, Illinois

Stepping Blocks. Constructive Playthings; Kansas City, Missouri

Stepping Stones-Geometric Shapes. Beckley-Cardy; Chicago, Illinois

Tac Tracks. Developmental Learning Materials; Niles, Illinois

Walk-On Number Line. Beckley-Cardy; Chicago, Illinois

REFERENCES

Lowndes, Betty. Movement and Creative Drama for Children. Massachusetts: Plays, Inc., 1971.

Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1967.

Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

I. MARCH

To walk with an "exaggerated" knee lift

Descriptive Activity

Raise your knees up high at every step as you walk.

Maneuvering Activity

Position yourself behind (or in front of) the student. When he is about to walk and raise one foot, put your hand under his knee/thigh and raise it up high, telling him as you go. Alternate this method with the other foot.

Assessment

Ability to raise knees properly when marching and maintaining balance

ACTIVITIES

Hup Two Three
Have the students pretend to be soldiers or a marching band as they march around the room.

Marching Time
Have the students march in time to clapping or stimulating music.

Obstacle March
Have the students march over obstacles. This will aid in raising their knees.

Back n' Forth
The teacher or leader will call out directions as to whether the students march forward or backward. Have the students march according to the tempo of the music.

MATERIALS

Rhythm Instruments. Beckley-Cardy; Chicago, Illinois

Stepping Stones. Constructive Playthings; Kansas City, Missouri

Tac Tracks. Developmental Learning Materials; Niles, Illinois

World of Marches. (Record). Educational Record Sales; El Segundo, California

REFERENCES

Bryant, Rosalie and Oliver, McLean Eloise. Fun and Fitness Through Elementary Physical Education. New York: Parker Publishing Co., Inc., 1967.

J. JUMP

To spring from one or both feet and land on both feet

Descriptive Activity

Upward Jump - Your upper body leans slightly forward and your elbows are flexed while your knees are bent. Thrust your body up to extend your legs off the ground. Land on both feet followed by bend knees.

Forward Jump - Lean your body forward and extend your arms backward to balance the forward lean of your body. Bend your knees. Your arms are thrust forward at the same time your legs are forcefully extended. Land on both feet with your knees bent.

Maneuvering Activity

Upward Jump - The student stands behind the teacher with hands at teacher's elbows while the teacher describes her body movements as she demonstrates. Student attempts the activity as the teacher helps manipulate arms and legs into correct position.

Forward Jump - Same as above, but the teacher may stand either behind or beside the student while demonstrating.

Assessment

Ability to maintain balance and land on both feet when one jumps.

ACTIVITIES

Music Jump

Have the students jump to the tempo of music being played (vary the tempo).

Variations in Space

Have the students jump forward, backward, while turning, etc.

Variations in Form

Have the students jump on their toes, squat jumps, straddle jumps, etc.

Relay Races

Improvise relay races using a variety of jump patterns.

Jump Rope

Have students do independent or partner rope jumping with or without music.

Jump and Reach

Place objects and/or targets for the students to jump to.

Progress Check

Students may measure their progress by keeping a chart of height and/or distance (broad) jumping.

MATERIALS

Bouncing Tube. Constructive Playthings; Kansas City, Missouri

Deluxe Pogo Stick. Constructive Playthings; Kansas City, Missouri

Jump Board. Constructive Playthings; Kansas City, Missouri

Jump Ropes. Beckley-Cardy; Chicago, Illinois

Safety Bounce. Constructive Playthings; Kansas City, Missouri

REFERENCES

Dimondstein, Geraldine. *Children Dance in the Classroom*. New York : The Macmillan Co., 1971.

Geri, Frank. *Games, Rhythms and Stunts for Children*. New Jersey: Prentice-Hall, Inc., 1957.

Lowndes, Betty. *Movement and Creative Drama for Children*. Massachusetts: Plays, Inc., 1971.

Wheeler, Ruth and Hooley, Agnes. *Physical Education for the Handicapped*. Pennsylvania: Lea and Febiger, 1969.

K. HOP

To spring from one foot and land on the same foot

Descriptive Activity

Stand on one foot, keeping the other foot off the ground with knee bent. Bend your knee and forcefully jump upward and land on the same foot.

Maneuvering Activity

Teacher stands behind the student and places her hands on either the student's waist or under his elbows. Have the student stand on one foot with the other foot off the ground (the knee should be bent to the back). Bend the knee slightly forward of the foot that is on the ground and jump upward. Assist in balance as needed. The student lands on the ball of his foot.

Assessment

Ability to hop on ball of foot and maintain balance

ACTIVITIES

Hop in Space

Have student (or partners) hop in place, forward, backward, turn patterns, etc. This can be done to the tempo of music (vary the tempo).

Rope Hop

Have students jump rope using one leg.

Relay Hops

Set up a variety of hop patterns for relay hopping.

Listen Carefully

Set up a variety of movement patterns the student must follow (i.e., hop, step, jump, etc.).

MATERIALS

Cross the Brook. Ideal School Supply Co.; Oak Lawn, Illinois

Hopscotch. Constructive Playthings; Kansas City, Missouri

Wide Balance Bridge. Beckley-Cardy; Chicago, Illinois

REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

L. RUN

To propel ones' self forward in a pendulum type movement with a period of no support

Descriptive Activity

Running is similar to walking but more rapid. Your body leans slightly forward and knees are raised higher than in walking. Contact with the ground is with the ball of your foot. Your arms swing is coordinated with legs, similar to walking, but your elbows are bent and movement is at a more rapid rate.

Maneuvering Activity

Have the student stand beside the teacher and grasp the teacher's hand or elbow, depending on the height of the student. The teacher should begin to jog and correct the students performance. Knees should be high and at least parallel to the ground with toes pointed straight forward. Weight is on the ball of the foot. Elbows are at right angles with the hands closed but not clinched. Arms should swing freely at the side, avoiding excessive twisting of the shoulders. Speed and forward movement gradually increases as the student becomes more proficient with the jogging stage. In forward running the upper body is straight and leaning as far forward as possible without falling.

Assessment

Ability to maintain balance while using the proper running techniques

ACTIVITIES

Guide and Run

Have student run independently with the use of a guide wire.

Music Run

Have the student run in place or forward to the tempo of music.

Variation Runs

Have students run backward, forward, in place, on toes, on whole foot, etc. Set up a pattern for them to follow or have them set up their own pattern.

Run As If...

Have the students run as if they were the wind, a fire engine, a tiger, a baby, etc.

MATERIALS

Developing Everyday Skills. (Record Album). Constructive Playthings; Kansas City, Missouri

Physical Fitness Records. Beckley-Cardy; Chicago, Illinois

REFERENCES

Lowndes, Betty, Movement and Creative Drama for Children. Massachusetts: Plays, Inc., 1971.

Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1967.

Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

M. SIDE-STEP

To move to the side without turning the body or feet

Descriptive Activity

While standing erect, move your right foot to the right and slide your left foot to meet the right foot (or vice versa).

Maneuvering Activity

While the student is standing erect, the teacher moves his right foot slightly (about 12 inches). The left foot is than moved to touch the right one. As the student becomes more proficient, larger and more rapid steps may be taken while going in either direction

Assessment

Ability to move to the side while maintaining balance and keeping body erect.

ACTIVITIES

Listen and Step

The teacher plays a beat on a hand drum as she moves about the room. The students side-step in the direction of the beat. Vary the tempo for the students to move fast or slow.

Shape Change

Have the students side-step in a variety of shapes (i.e., circle, triangle, curve, etc.).

Circle Step

Have the students form a circle and side-step to the right or left. The teacher will call out the direction and vary the change of pace.

MATERIALS

Balance Beam. Constructive Playthings; Kansas City, Missouri

Tac Tracks. Developmental Learning Materials; Niles, Illinois

REFERENCES

Bryant, Rosalie and Oliver, McLean Eloise. Fun and Fitness Through Elementary Physical Education. New York: Parker Publishing Co., Inc., 1967.

N. GALLOP

To move repeatedly in a rapid, rhythmical and unilateral manner

Descriptive Activity

Extend your right foot out and bring the left up to it. When your left toes come in contact with your right heel, quickly extend the right foot out again. (Reverse procedure for the left-side gallop).

Maneuvering Activity

In the beginning stages, galloping is most easily done by moving sideward. The teacher and student face one another and grasp hands. Step sideward and close, gradually increase speed until a rhythm is attained (step-jump rhythm). Once this rhythm is attained the student should gallop forward.

Assessment

Ability to perform movement smoothly, unilaterally and with rhythm

ACTIVITIES

Space Gallop

Have students gallop in a variation of patterns (i.e., sideward, turning, on toes, etc.).

Dance Gallop

Polka and Two-Step music can use the gallop for a dance variation.

Horse Gallop

Have the students gallop as if they were a racing horse, pony, old horse, farm horse, tired horse, etc.

MATERIALS

Stick Wooden Horse. Constructive Playthings; Kansas City, Missouri

REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York : The Macmillan Co., 1971.

O. SKIP

To move repeatedly in a bilateral manner consisting of a step and a hop with an uneven rhythm

Descriptive Activity

Hop on your right foot and step with your left foot. Reverse the procedure now and hop on your left and step with your right foot. Your free leg is lifted slightly forward with the knee flexed.

Maneuvering Activity

The student and teacher will stand side by side as the student does the following: walks forward while dipping the knees, increase the bobbing motion until it lifts the feet from the floor. Weight transference is from the ball to the heel.

Assessment

Ability to perform movement smoothly, bilaterally and with rhythm

ACTIVITIES

Skip to Variety
Have student skip independently or with partners in various forms: skip long, short, high, on toes, with knees high, backward, etc. This can be done to music and the tempo should be varied.

Skip Rope
Have the students skip across the room using a jump rope.

Skipping Surfaces
Have the students pretend they are skipping on glass, hot coals, in space, in mud, on ice, etc.

MATERIALS

Jump Ropes. Beckley-Cardy; Chicago, Illinois

Skip Rope. (Educational Record Album). Constructive Playthings; Kansas City, Missouri

REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

P. STRETCH

To move one or more parts of the body away from one another

Descriptive Activity

Move your hands and arms and reach up over your head, or as high as you can (or move your arms to the sides, front, etc.).

Maneuvering Activity

With the student in an upright position, put yourself behind (or in front of) him. Place his hands on his shoulders (your hands as an overlay). Slowly move his hands/arms up, past his neck, ears, and top of his head (resting briefly for points of reference), until they are in a vertical position. Let the student try to do this independently. Try the same routine to his side, etc., using the waist as a point of reference.

Assessment

Ability to stretch parts through their full range of motion individually or as parts of coordinated movement involving two or more body parts.

ACTIVITIES

Stretch and Take
Hold an object above or to the side of a student and have him stretch for it until he can take it from you.

Body Stretch
Have the students stretch in any direction following a slow music tempo.

Direction Stretch
Have the students stretch their body in whatever direction the teacher calls (left, right, up, down, etc.).

MATERIALS

Developing Everyday Skills. (Record Album). Constructive Playthings; Kansas City, Missouri

Doorway Gym Bar. Constructive Playthings; Kansas City, Missouri

Physical Fitness in Motion. Instructor Curriculum Materials, Beckley-Cardy; Chicago, Illinois

Physical Fitness Records. Beckley-Cardy; Chicago, Illinois

REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

Robins, Ferris and Jennet. Educational Rhythmics for Mentally and Physically Handicapped Children. New York: Association Press, 1967.

Walsh, John. The First Book of Physical Fitness. New York: Franklin Watts, Inc., 1961.

Q. PUSH and PULL

To move an object outward; To move an object toward ones' self

Descriptive Activity

Pushing - Place an object in front of yourself. Place your hand upon it and move the object outward using either one of a combination of your hands, arms or your entire body.

Pulling - Grasp an object or person with your hand and/or arms and move the object toward yourself.

Maneuvering Activity

Show the student what is meant by pushing and pulling by having him touch or grasp small objects on a table or other surface and move these objects toward himself (pull) or away from himself (push). Larger objects can be used in a progression of size until the student will be pushing and pulling quite sizeable objects such as desks, chairs, persons, etc.

Assessment

Ability to demonstrate his knowledge of pushing and pulling by being able to move his desk by both means, a playmate in a wagon, participating in a tug of war game, etc.

ACTIVITIES

Indian Wrestle

Have student Indian Wrestle to experience the feeling of "push and pull."

Let's Pretend

Have the students pretend they are pushing a toy truck, pushing a parked car; pulling an empty wagon, pulling a fifty pound bag of sand. Present contrasts and have them pantomine the movements in slow, normal and fast motion.

Tug of War

Have students participate in a Tug of War rope pulling contest.

MATERIALS

Child-Size Wheelbarrow. Constructive Playthings; Kansas City, Missouri

Coaster Wagon. Constructive Playthings; Kansas City, Missouri

Doorway Gym Bar. Constructive Playthings; Kansas City, Missouri

Flying Saucer. Beckley-Cardy; Chicago, Illinois

Push Scooter. Beckley-Cardy; Chicago, Illinois

REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

Wheeler, Ruth and Hooley, Agnes. Physical Education for the Handicapped. Pennsylvania: Lea and Febiger, 1969.

R. TWIST

To move the body in a winding, spiral manner

Descriptive Activity

Bend and turn your body at the waist, placing your upper trunk in a different plan than your hips and lower portions of the body.

Maneuvering Activity

Help the student turn and bend his upper body in various positions (lying down, standing and sitting). This should enable youngsters to begin to realize a kinesthetic awareness of the change in body position.

Assessment

Ability to twist the upper body to the right of left in the standing, sitting or prone position when given the verbal instruction to do so.

ACTIVITIES

Simon Says

A teacher or leader is chosen to direct the group in a series of moves and activities (i.e., Simon Says twist your body to the right, left, etc.). The group must follow only if the direction is preceeded by the words "Simon Says." Any student who makes a mistake is excluded.

Twister

If necessary the standard "Twister" game may be modified by placing on the board different textures and shapes of carpeting.

Toe Touch

Have students perform exercises of touching the toes using opposite hand and foot.

Body Twist

Have the students twist their bodies in any manner they wish in time to music being played (vary the tempo).

MATERIALS

Carpet Square. (Record). Beckley-Cardy; Chicago, Illinois

Cross the Brook. Ideal School Supply Co.; Oak Lawn, Illinois

Flip N' Skip. Constructive Playthings; Kansas City, Missouri

Twister. Milton Bradley. Beckley-Cardy; Chicago, Illinois

REFERENCES

Dimondstein, Geraldine. *Children Dance in the Classroom*. New York: The Macmillan Co., 1971.

S. BEND

To perform an axial movement in which the arms, legs, head or trunk are inclined forward, backward or sideward

Descriptive Activity

Your feet remain stationary while you move your arms, legs, head and upper body by lowering and straightening them in as many ways as possible.

Maneuvering Activity

The teacher stands near the student and aids in manipulation of body positioning.

Assessment

Ability of degree of flexibility and range of motion.

ACTIVITIES

Support Change

Alter the base of support (stand, kneel, sit) for the student to perform bending movements.

Music Bend

Have the student bend in any manner he wishes according to the tempo of music.

Windy Day

Have the students pretend they are trees (waist down is the trunk of the tree). Their "trunks" remain stationary but their branches bend all directions because it is a windy day. The wind may blow lightly or as if there is a terrific rain and wind storm.

MATERIALS

REFERENCES

Dimondstein, Geraldine. Children Dance in the Classroom. New York: The Macmillan Co., 1971.

T. STOOP and SQUAT

To crouch in varying degrees

Descriptive Activity

Stoop - Bend your head, and lean your shoulders forward. This may include lowering your entire body by bending your knees.

Squat - Lower your entire body by bending your knees until you are seated on your heels. Your upper body may remain upright or head, shoulders and waist could bend forward.

Maneuvering Activity

Stoop - Bend the students's head and lean his shoulders forward. Put a bar across the door so the opening is shorter than he is. Have him "stoop" through the opening positioning him as necessary.

Squat - Aid the student in lowering his body by bending his knees until he sits on his heels. Have him hold onto a table or give him support until he can maintain his own balance.

Assessment

Ability to stoop and squat in varying degrees while maintaining balance

ACTIVITIES

Up and Down

Have the students move from a standing position to a squatting position by pretending they are bouncing balls, elevators, teeter-totters, etc.

Stoop Tag

Have youngsters in a stooping position as they play tag.

Duck Walk

Have the students in a squatting position with hands on waist. They will proceed to walk like a "duck" in this position.

Blast-Off

In a squatting position have the students pretend they are rockets ready for "blast-off." During the countdown they gradually raise their bodies until they jump as high as possible on "blast-off."

MATERIALS

REFERENCES

Walsh, John. *The First Book of Physical Fitness*. New York: Franklin Watts, Inc., 1961.

Wheeler, Ruth and Hooley, Agnes. *Physical Education for the Handicapped*. Pennsylvania: Lea and Febiger, 1969.

U. CLIMB

To raise one's body above ground level

Descriptive Activity

Bring yourself from a lower to a higher elevation.

Maneuvering Activity

The teacher should show or demonstrate on the student the movements necessary for climbing stairs, ladders, etc. (alternating foot method). Progress should go from the simple to the more complex. In the final climbing activities the student can be shown how to use the hand over hand method to climb a rope or small pole.

Assessment

Ability to demonstrate climbing activities using various methods and apparatus.

ACTIVITIES

Relay Climb

Have a variety of obstacles the student must climb in order to complete a relay.

Time Climb

Time the student as he climbs a variety of objects (stairs, ladder, etc.). A chart may be kept of his time to check improvement.

Climb n' Race

Have two students climb the same object (ladder, stairs, etc.). The first to complete the climb is the winner.

MATERIALS

Climbing Rope. Constructive Playthings; Kansas City, Missouri

Dome Climber. Beckley-Cardy; Chicago, Illinois

Hooked Ladders. Dick Blick; Galesburg, Illinois

Nesting Climbers. Beckley-Cardy; Chicago, Illinois

Rocking Boat. Constructive Playthings; Kansas City, Missouri

Rope Ladder. Constructive Playthings; Kansas City, Missouri

REFERENCES

Wheeler, Ruth and Hooley, Agnes. *Physical Education for the Handicapped.* Pennsylvania: Lea and Febiger, 1969.

V. GRASP

To reach and seize an object

Descriptive Activity

Place and hold an object tightly in your hand.

Maneuvering Activity

Place the student's hand and fingers around an object and have him squeeze it (i.e., ball, broom, etc.).

Assessment

Ability to demonstrate an effective grasp by grasping and manipulating various objects.

ACTIVITIES

Broom Winner

Have two students grasp a broom handle and raise it over their heads while they face each other. They bring the broom handle down without turning their hands. The first player whose hands turn loses.

Grasp and Squeeze

Have students grasp and squeeze various sized objects.

MATERIALS

Bean Bags. Beckley-Cardy; Chicago, Illinois

Clutch Ball. Constructive Playthings; Kansas City, Missouri

Dumbbells. Dick Blick; Galesburg, Illinois

Fun Balls. Beckley-Cardy; Chicago, Illinois

Pounding Bench. Playskool. Beckley-Cardy; Chicago, Illinois

REFERENCES

W. THROW

To propel an object by a forward thrust of the hand

Descriptive Activity

Grasp an object in your hand and propel the object into space. Do this by thrusting your arm, hand, shoulder and upper body forward releasing the object from your hand into space.

Maneuvering Activity

Show the student how to grasp an object in his hand, how to bring his hand, arm, and the object upward slightly above his head and then how to thrust his hand, arm, shoulder and upper body forward to make a throwing motion. Do this in slow motion and explain each step or movement until he gets some kinesthetic awareness of the motions involved in throwing. The final step is for the student to learn to release the object from his grasp at the proper moment in the forward thrust of the throwing movements.

Assessment

Ability to throw an object correctly

ACTIVITIES

Bean Bag Toss

Have students throw bean bags into a waste basket, on a carpet, etc. If necessary an audible goal locater should be used (kitchen timer).

Dodge Ball

Have students form a circle with one youngster in the middle. The students attempt to hit the youngster in the middle below his waist with a ball. If the youngster is hit he returns to the circle and the one who hit him is in the middle.

Throw the Ball

Have students throw various sizes and types of balls either "free" throw or at specific targets. If needed, use audio balls.

Sport Participation

Students participate in school sports (i.e., baseball, football, etc.).

MATERIALS

Audio Ball. American Foundation for the Blind; New York, New York

Bean Bag Toss. Dick Blick; Galesburg, Illinois

Nerf Ball. Constructive Playthings; Kansas City, Missouri

Primary Yarn Ball. Beckley-Cardy; Chicago, Illinois

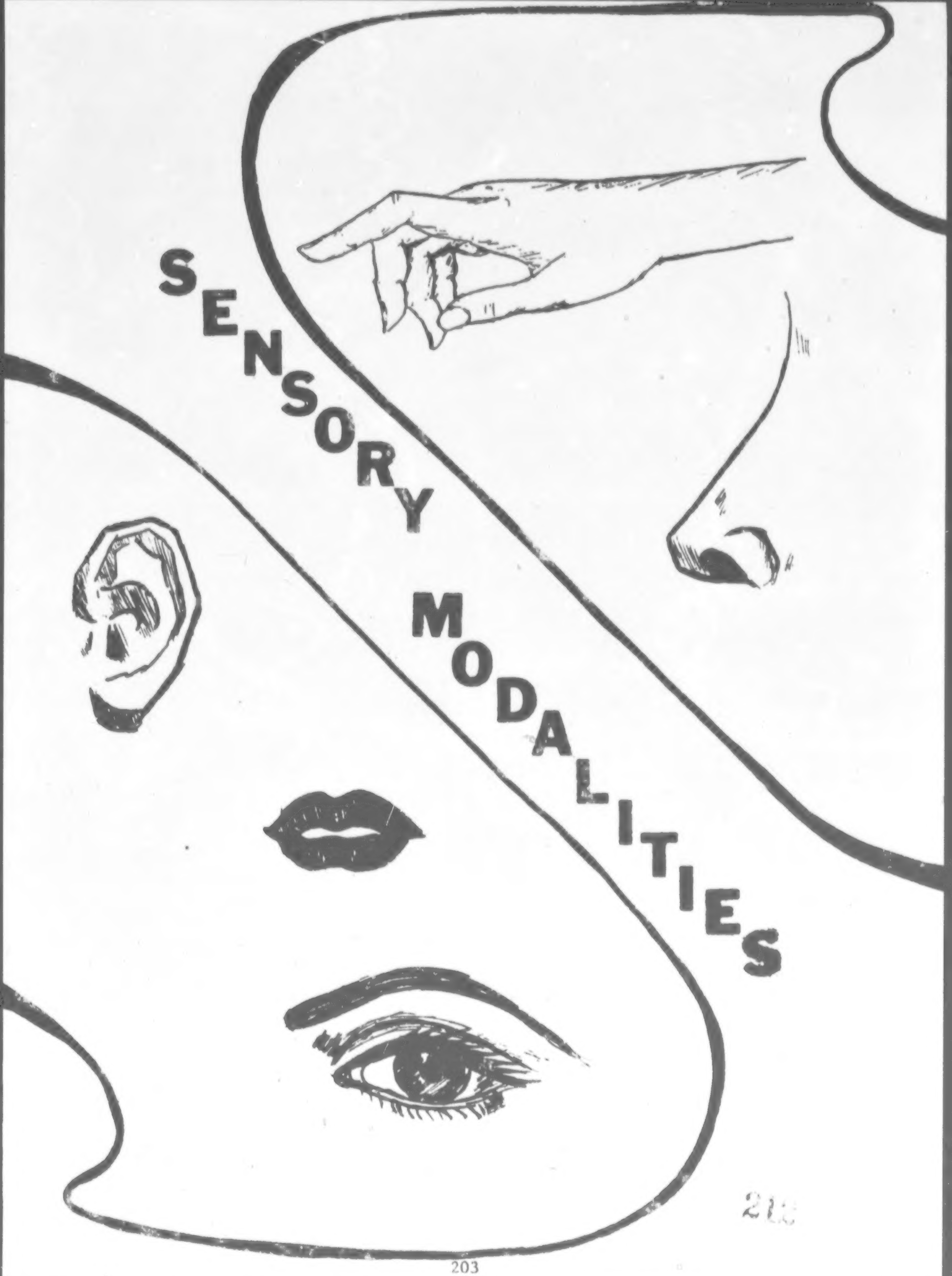
Table or Floor Ring Toss. Milton Bradley. Dick Blick; Galesburg, Illinois

REFERENCES

American Association for Health, Physical Education, and Recreation, Knowledge and Understanding in Physical Education. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1969.

Bryant, Rosalie and Oliver, McLean Eloise. Fun and Fitness Through Elementary Physical Education. New York: Parker Publishing Co., Inc., 1967.

SENSORY MODALITIES



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INTRODUCTION

The success that an individual has with the orientation and mobility process is highly dependent upon that individual's perception of his environment. A visually impaired youngster must become aware of his development of his remaining senses. We can assist the youngster by teaching him how to interpret and be aware of all clues around him. If residual vision is present, all efforts should be made for effective utilization of vision in all activities. The youngster should be able to make use of sounds; recognize tactual clues and landmarks; recognize the smell of a bakery, the sound of an idling car and feel the declining sidewalks as he approaches the curb. In other words, he should be able to place all of his environmental clues in proper perspective so he can become entirely familiar with his surroundings and very knowledgeable about his whereabouts.

These essential skills, relative to sensory modalities, should be placed within the context of the educational situation. This section presents many activities, materials and references to enable the teacher to do this.

An evaluation chart is included for each sensory modality to serve as a guide in pre and post testing. A reference outline is also incorporated at the beginning of each sense to provide guidelines in each specific area. A list of the materials in the Low Vision Kit is included in this section.

These sensory modality areas are by no means complete. The teacher is encouraged to elaborate on materials, references and activities by adding ideas to these pages.

I. VISION REFERENCE OUTLINE

A. Residual Vision

1. Definitions

a. Light perception (LP): Knowledge of light and light changes; perceives light but doesn't localize.

b. Light Projection (PLL): Ability to distinguish and determine light source; localizes light in one or more visual quadrants.

c. Object-Form Perception (HM): Beginning with ability to count fingers, progressive to identification of forms.

d. Partially Sighted: Measureable visual acuity within range of 20/70 to 20/200; in better eye after correction.

e. Low Vision: Any functional degree of residual vision 20/40-20/200, best range for improvement; 20/200-20/600, good possibility for improvement.

f. Visual Field

1). Tunnel Vision: Central acuity of 20° or less in best eye after correction.

2). Peripheral Vision: useful field of perception or projection in one or more visual quadrants - limited or no central acuity.

2. Technical Aspects

a. Recognition: The ability to clearly define visual form, relate characteristics, or name object.

b. Discrimination: The ability to define a specific characteristics, such as color or form.

c. Verification: The ability to receive information from other sensory modalities to verify specific visual input.

d. Perception: The ability to combine all sensory information to develop total visual concept.

B. Visual Impairment

1. Evaluation

a. Formal: Specialized professional evaluation from opthalmologist or optometrist. Educational evaluation utilizing available standardized testing formats where applicable.
NOTE: At present there is no standardized test of low vision functionality because of high number of variables.

b. Informal: Done by classroom teacher and other professionals working with the youngster. Evaluation is primarily through observation in a variety of situations, academic and non-academic, familiar and unfamiliar. Specific factors may relate to the following areas:

1). Psychological condition exercise a definite influence on the visual functioning, such as motivation and confidence.

2). Environmental conditions (uncontrollable factors): weather, size, color, distance of objects, figure-ground contrast, intensity and angle of lighting, speed and angle of moving objects, etc.

3). Eye Pathology and Treatments: Cause of impairment, medication, fatigue, exercise, etc.

2. Training Programs

a. On the basis of formal and informal evaluation, an individualized program is designed to meet the youngster's needs.

1). Visual discrimination and stimulation is fostered using adapted and "regular" materials.

2). Program for implementation of magnification

a). Refer the youngster to a Low Vision Aid Clinic or have the family consult their opthalmologist or optometrist.

b). Have on hand a variety of magnification aids the student may test:

(1). Magnification can promote better recognition, discrimination, perception and stimulation.

(2). Use lowest magnification possible

(3). Magnification may be employed at three visual levels.

(a). Near-point vision: fourteen inches or closer.

(b). Intermediate vision: fourteen through twenty inches

(c). Distance vision: twenty inches or further

(4). Use lowest magnification possible

(5). As magnification increases:

(a). Field availability decreases

(b) Depth perceptual ability decreases

(c). Distance between objects decreases

(d). When motion is involved, speed of objects increases

(e). Probability of distortion increases, especially on perimeter of area magnified.

VISUAL MODALITY CHART FOR EVALUATION

The teacher sets up the variables (ex. distance, illumination, figure ground contrast, etc) and the student identifies the object.

Object		Doll	Car		
Identify Object					
Distance	3 feet				
	5 feet				
	10 feet				
	20 feet				
Size (give dimension)					
Illumination	Bright				
	Average				
	Dim				
Figure-Ground Contrast	Color (specify)				
	High Contrast				
	Low Contrast				
Stationary					
Moving	Slow				
	Medium				
	Fast				

ACTIVITIES

Identification Fun

Have the student sit a specific distance from the teacher. Display various objects from very large to small. Check those the student can identify. You might also ask the student to describe parts of the object. The room should be well illuminated.

Look and Tell

From a specific area in an unfamiliar room, have the student identify all the objects he can see. Note the distance and objects.

Room Changes

Change bulletin boards frequently, add new items to the room, or change your room set-up without pointing it out to the students. Note the distance from which they notice a change and their method of noticing (alert to changes, needs to be pointed out, explores room frequently, manipulates items, etc.).

Illumination Fun

At a specific distance, hold a variety of large objects. Change the illumination in the room and record the student's response of identification.

Look Closely

Provide each student with a book that has many details in it (ex. Brian Wildsmith's Puzzles) or "busy" pictures (Richard Scarry's books). Have each student point to a specific object you request on a page of the book. First one correct scores a point. If done individually, have the student name objects he sees as he points to them. Note the distance of the material held and the time taken to locate an item.

Treasure Walk

Take your students for a walk around the school neighborhood. They should point toward any item they see and identify it. If the item has been previously mentioned it does not count as a point for that person. The one with the most points wins. You might ask them to describe the object they point towards. Or... you might stop at a specific point and ask them what they see.

Stop and Go Light

Take your students to a street corner that has stop lights. Let them tell you when the light changes. Vary the distance and note when they can correctly tell the color of the light.

Cross the Street

On a walk, take your students to a street corner that has no lights. Let them direct the group as to when it is safe to cross the street. Note the distance a car must be before he notices it.

Basket Toss

Have the students toss balls or bean bags into a waste basket. A ball inside the basket scores a point for the student. Change the distance from the basket and note the success of the toss. This can be adapted to team plays.

Design Copy

Using parquetry, design cubes, blocks, peg boards, pegs, etc. have the students copy a design pattern. The first to copy it correctly scores a point. Note distance of looking at pattern and re-doing design.

Color Fun

Cut out a variety of colored construction paper into squares. Have the student assort them according to color. If each student is given the same amount of squares this can be a timed activity. The first one through in the least amount of time is the winner. Charts may be kept of the time and the student can attempt to "beat" his own time.

Puzzles

Provide each student with jig-saw puzzles. The number of pieces will depend on their abilities. Encourage them to use visual clues in putting the puzzle together. Note the distance and method they use to assemble the puzzle.

MATERIALS

Basic Cut Puzzles. Developmental Learning Materials; Niles, Illinois

Classification Game. Instructo. Beckley-Cardy; Chicago, Illinois

Clown Bean Bag Set. Beckley-Cardy; Chicago, Illinois

Color Cubes and Patterns. Beckley-Cardy; Chicago, Illinois

Color Pattern Board. Ideal School Supply Company; Oak Lawn, Illinois

Design Blocks and Patterns. Ideal School Supply Company; Oak Lawn, Illinois

Design Copying Wipe Off Cards. Trend Enterprises. Beckley-Cardy; Chicago, Illinois

Directional-Spatial-Pattern Board Exercises. Teaching Resources Corporation; Boston, Massachusetts

Flannel Board Felt Cut-Outs. Milton Bradley. Dick Blick; Galesburg, Illinois

Judy See-Quees Puzzles. Dick Blick; Galesburg, Illinois

Jumbo Lotto. Edu-Cards. Beckley-Cardy; Chicago, Illinois

Large Parquetry and Patterns. Ideal School Supply Company; Oak Lawn, Illinois

Lauri Puzzles. Beckley-Cardy; Chicago, Illinois

Lite-Brite. Constructive Playthings; Kansas City, Missouri

Multivariant Sequencing Beads and Patterns. Developmental Learning Materials; Niles, Illinois

Pattern Repetition Wipe Off Cards. Trend Enterprises. Beckley-Cardy; Chicago, Illinois

Pegboard Designs and Pegs. Developmental Learning Materials; Niles, Illinois

Perceptual Development Cards. Ideal School Supply Company; Oak Lawn, Illinois

Ring Toss. Milton Bradley. Dick Blick; Galesburg, Illinois

Shapes and Forms Game. Constructive Playthings; Kansas City, Missouri

Story Cards: Tell What Part is Missing. Milton Bradley. Beckley-Cardy; Chicago,

Three Scene Sequence Posters. Milton Bradley. Beckley-Cardy; Chicago, Illinois

Vegetables and Fruits Giant Size. Milton Bradley. Beckley-Cardy; Chicago, Illinois

Visual Discrimination. (Ditto Masters) Continental Press; Elgin, Illinois

Visual Discrimination Matching Cards. Developmental Learning Materials; Niles, Illinois

Visual Memory Cards. Developmental Learning Materials; Niles Illinois

Visual Motor Skills. (Ditto Masters) Continental Press; Elgin, Illinois

Visual Readiness Skills. (Ditto Masters) Continental Press; Elgin, Illinois

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Luckiesh, M. Visual Illusions. New York : Dover Publications, 1965.

Rainwater, Janette. Vision - How, Why and What We See. New York: Golden Press, 1962.

Scarry, Richard. Funniest Book Ever. New York : Random House, 1972.

Seagers, Paul. Light, Vision and Learning. New York : Better Light Better Sight Bureau, 1963.

LOW VISION AIDS KIT

Three Low Vision Kits are available, on loan for your usage and opportunity to view a variety of aids and references. The kit includes the following materials:

Distant Aids

- Selsi 6 X 30 Monocular
- Selsi 6 X 15 Miniature Monocular
- Selsi 6 X 18 and 8 X 24 Monocular
- Selsi 10X Miniature Monocular
- Selsi 2.5 Monocular
- Selsi 2.8X Monocular
- Selsi 2.5X Monocular
- Haverscope
- Occluders

Reading Magnifiers

- Bausch & Lomb Rectangular Reader
- Selsi Rectangular Reader
- Edroy Featherweight
- Coil "Windsor Range" Large Magnifier
- Selsi Hand Magnifier
- Selsi Pocket Magnifier
- Coil "Windsor Range" Small Magnifier
- Selsi Higher Power Pocket Magnifier
- Coil "Cataract Hand Reader"
- Selsi Double Lens Folding Magnifier
- Selsi Bar Magnifier
- Selsi Plano Convex
- Coil "Cataract Stand Reader"
- Jupiter Standlupe
- Sloan Fixed-Focus
- Coil "Hi-Power Reader"
- Coil Optima
- Coil Raylite

BASIC REFERENCE BOOKS

Fay, Eleanor. The Low Vision Patient. New York: Greene & Stratton, 1970.

Sloan, Gerald. Recommended Aids for the Partially Sighted. New York: National Society for the Prevention of Blindness, 1971.

Patz, Arnall. Protection of Vision in Children. Springfield: Charles Thomas Publisher, 1969.

II. AUDITORY REFERENCE OUTLINE

A. Technical Aspects

1. Recognition of sounds: ability to determine that there is a sound in the environment hopefully with recognition of what the sound is and how it can be functionally used.
2. Localization: the ability to identify where the sound is emanating from, or at least the general locality.
    - a. Distance: how far away is the sound in question
    - b. Direction: what direction is the sound coming from in relation to the body
    - c. Intensity: the loudness or softness of the sound may be used as clue factors to help determine the location of the sound.
3. Discrimination: the ability to discriminate the sound and identify.
    - a. Differences and similarities: of the sound in relation to familiar sounds (to help process the identification and use of sound).
    - b. Identification: ability to determine and name the sound (ex. footsteps, voices, traffic).
4. Spatial Relations: the location of the sound source in relationship to the listener.
    - a. Sound source relation to position in space (ex. is the sound lower than my head, my waist, hips, etc; is the sound in front of me, behind me, etc.).
    - b. Sound source as a goal: can the student move to the sound.
5. Verification: identification and confirmation of sound
    - a. Examination of the sound source: familiarization with what is making the sound.
    - b. Understanding of sound production: knowledge or explanation of how the sound is produced.
    - c. Unusual sounds: identification and familiarization of sound.
    - d. Unverifiable sounds: cannot get to the sound source or determine the actual source of sound being used.
6. Sensory Devices: utilizing auditory displays (student must be able to use auditory information well).
    - a. Kay Pathsounder
    - b. Portable Goal Locator (American Printing House)
    - c. Hearing Aids: amplification of sound
7. Mobility Concepts
    - a. Sound Patterning
    - b. Moving Sound Source
    - c. Traffic
    - d. Other environmental sounds

B. Hearing Impairment

1. Evaluation of Impairment: dependent on individual needs as determined by audiological evaluation.
    a. Involvement (one ear, both ears)
        1). Mild: anywhere from 20-45 db
        2). Moderate: anywhere from 45-65 db
        3). Severe: anywhere from 65-85 db
        4). Profound (deafness): greater than 85 db
    b. Degree of functional hearing: determined through speech audiometry
        1). Speech reception threshold: softest speech to hear and comprehend
        2). Speech awareness: softest sound or speech a student can detect
        3). Speech discrimination: ability to distinguish (understand and discriminate) speech sounds
2. Remediation
    a. Hearing Aids: through audiological evaluation to determine the individual needs of the child referred.
        1). Bilateral Symmetric: binaural fitting for each ear to obtain optimum amplification and discrimination ability.
        2). Unilateral Hearing Impairment: fitting of adequate C.R.O.S. hearing aid to help child localize sounds (must be used in coordination with auditory training).
    b. Auditory Training: to help promote the ability to be aware of sounds and then develop discrimination, beginning with gross differences, progressing to fine discrimination (ex. speech sounds, phonemes).
3. Deaf Blind
4. Complication through overuse of Hearing

AUDITORY MODALITY CHART FOR EVALUATION

Sound Source			Clock	Piano	
Identify Sound Source					
Intensity	loud				
	soft				
Pitch	high				
	medium				
	low				
Position of Stationary Sound Source	front	North			
	back	South			
	right	East			
	left	West			
	high up				
	medium				
	low down				
Distance	3 feet				
	5 feet				
	10 feet				
	20 feet				
Move to Sound Source	forward				
	backward				
	sideways				
Identify Moving Sound Source					
Track or Follow Sound Source					

ACTIVITIES

Two Alike

The teacher states three words, such as cat, bat, saw. The student must select and restate the two words that sound alike.

One Like Mine

The teacher says a word and the student responds with a word that sounds the same (i.e., ball--call; house--mouse). Follow-up activities involving "word families" may be included.

Poetry Time

The teacher reads simple selections that have obvious rhyming words. The student must repeat the pair of rhymed words.

One Out

The teacher says three words and the student must name the word that does NOT belong or does NOT sound like the others.

Change Me

The teacher says two words, as "me, we" and the student indicates that the beginnings are different. Two words such as "get, guess" are stated and the student indicates that the ends are different. The teacher says two words, as "kitten, kitchen" and the youngster indicates that the middles are different. The actual sounds need not be identified, as the purpose is listening for differences.

Loud - Soft

A sound is identified by the student as either loud or soft. Suggested sounds may include: alarm clock vs. small watch; shout vs. whisper; stamping feet vs. tiptoeing; book being dropped vs. penny being dropped, etc.

High - Low

A pitch is identified by the youngster as either high or low. Suggested sounds may include: instrument tones; soprano voice vs. bass; male speaking voice vs. female speaking voice; cat's meow vs. dog's bark, etc.

Near - Far

The youngster identifies a sound as near or far but does not identify the sound itself (i.e., bell in the hall vs. bell in the room).

What Can I Hear?

Student sits quietly at various given locations (classroom, outdoors, kitchen, etc.). He tells what sounds he hears, where the sounds are coming from, whether they are loud or soft, near or far, etc.

Who Is Saying It?

The teacher reads a familiar story which is short and simple. The student must identify the character speaking by the pitch or dialect of the reader's voice.

Good Morning Teacher

A student is placed with his back to the class, while another youngster says "Good Morning Teacher." The student who is "it" must identify the speaker from his voice. After some skill is gained, the students may attempt to disguise their voices.

Animal Bluff

This can be played as a line or circle game. One player is "It" and he must chase another person and touch him with a filled stocking. The tagged person must try to disguise his voice by answering appropriately to the sound of an animal that "It" requests. For example, "It" says "you are a cow" and the tagged youngster must "moo". A correct guess puts the tagged player into the position of "It".

Who Am I?

A tape recording or record of an animal, kitchen sounds, school sounds, etc. is played. The student identifies the sounds.

What Is It?

A tape recording of isolated and easily recognizable sounds is played. The student identifies the sound or its cause. Gear this to the experience of the youngster and progress from easily recognizable sounds to sounds which normally require visual clues (Ex., dialing of a telephone, match striking, fire burning, chewing celery or raw carrots, infant babbling, pages of a book being turned, etc.).

Instrumental Fun

Have the students listen to records that specifically are made to teach the characteristic sounds of orchestral instruments. They are to recognize the instruments and combinations of them.

Streamliner

The teacher reads a sentence, paragraph or short story. The student is to listen for an initial consonant given by the teacher (s, b, etc.). Every time the student hears the initial consonant he marks a line on his paper. When completed, the lines are tallied and compared to the correct answer.

Lost Squirrel

The teacher reads a sentence, paragraph or short story. The student is to listen for an initial sound given by the teacher (ba, mo, etc.). Every time the student hears the initial sound he marks a line on his paper. When completed, the lines are tallied and compared to the correct answer.

What's New?

The teacher says two sentences, changing a word in the second sentence. The student must identify and state the "new word." As this skill is developed two or three words may be changed. Nonsense sentences are useful as they involve little comprehensive clues.

Do As I Do

The student must repeat a rhythm pattern presented by the teacher. Drum beats, clapping rhythms, stamping sequences, rhythm-band instrument beats, etc. may be used. The rhythmic patterns should proceed from the simple to the complex.

Last Letter Leads

Class may be divided into teams. One student says a word and a student from the next team must say a word that starts with the last letter of the previous word.

Gossip

One student whispers a sentence to another, and that youngster repeats it to another, and so on. The object is to have the last student repeat the sentence exactly as the first youngster originated it.

Adjective Ball Game

The teacher will read a paragraph or story with various adjectives (nouns, pronouns, etc.). The student will listen for and remember words used as adjectives or whatever the teacher chooses.

Listen and Think

The student will listen to a sentence or series of sentences and anticipate the next word. The teacher will not complete the sentence or thought but say "what word do you think comes next?"

Animal Story

Select or invent a story that includes the names of familiar animals that entails repetition of these names. Assign each student the name of one of the animals. Each time the name of the animal is said the student must make the sound of that animal.

Detect and Correct

The teacher states incorrect or nonsensical items such as "water is dry." The students detect and correct these statements.

Yes - No - Maybe

The teacher asks a variety of questions to which the student must reply "yes, no or maybe." Examples: Our feet are on the ends of our arms; You have one head, etc.

What Am I?

The teacher tells the class various statements that would help identify a specific object in the classroom. Example: I am made of metal and wood, I hang from the wall and I have hands but no feet. What am I? (a clock). Original riddles can be used which directly relate to the subject matter you are teaching.

Treasure Hunt

The teacher will verbally tell students or individuals a series of instructions which will lead to a hidden treasure. The instructions should include specific landmarks, directions (north, south, etc.), paces, and concept words (above, beneath, side of, etc.).

Listen Carefully

The teacher will tell a series of directions which the student needs to remember and follow. The directions should progress from simple to complex.

Messenger

The teacher whispers a message to the "messenger student" who then whispers it to the receiving student to act out.

Silly Relay

Each student is given the same command series to act out using the same objects. Example: "sit on the chair, put on the cap, take off the cap and jump over the mitten."

I Say

A captain or leader gives commands for others to follow. The others are to follow only if the captain's actions match the commands.

Simon Says

A leader is chosen to direct the group in a series of moves and activities. The group must follow only if the direction is pre-phrased by the words "Simon Says." Any student who makes a mistake is excluded.

Crows and Cranes

This game consists of two teams and one leader. The teams are lined up about 3 to 5 feet apart, facing each other. A wall, which is a goal, is located behind each team. When the leader calls out "cranes", the team which is the cranes dash back to their goal (the wall), while the "crows" try to catch them. Any Crane that is caught becomes a Crow. The team that captures all or most of the opposing team wins. The leader can be deceptive and call out names that begin with "cr", like "crayons" or "crates", adding suspense to the game.

Name the Story

A story is read without a given title. The student listens for the main idea and titles the story.

Story Cut - Ups

Stories are read out of sequence. The student must listen for the mix-up and sequence the ideas correctly.

A Mixed - Up Story

While reading a story, intersperse commands to individual children. They are to do the commands during or after the story is completed.

Now You Tell It

Tell a simple story and have a student repeat the events in order occurred.

Marching to Music

The students line up in a circle and begin marching to recorded music with a definite beat. The teacher will call out directions such as: on the drum beat, all hop on your right foot; on the tin can, all hop on your left foot; on the sound of the rattle all stop and march in place, etc."

Classroom Directions

Classroom activities which emphasize directions and should be given orally for listening activities include: paper folding, listening games, art projects, etc.

Songs - Finger Plays - Nursery Rhymes

Teach the students a variety of songs, finger plays and nursery rhymes such as: Ten Little Indians, Three Crows, The Farmer in the Dell, I Know an Old Lady, etc. Their ability to recall will aid in their listening skills.

The Giant's Garden

Tell a story about a giant who needs youngsters to help him weed his garden. Every student who walks past his house must repeat what the giant says to him. As they pass, the giant (teacher) says three or four nonsense syllables. The student must say them back correctly. If he cannot, he goes to a part of the room designated as the garden to hoe weeds. Increase the sequence or substitute words, digits, letters, etc.

Telephone Numbers

Have the students verbally exchange phone numbers with another youngster in the room. See if they can recall the number.

Add Ons

One student begins "I went on vacation and took a ball." The next student repeats the same but adds another word and each succeeding student does the same. The game continues until a student cannot remember the sequence correctly. Substitutions may be made such as: "I went to the store..." "We went to the zoo..., etc."

Number Recall

Have the student repeat a series of numbers you have verbally told him. Begin with three numbers and increase according to the student's ability to remember. This may also be done with letters or numbers, words and letters mixed (i.e., 2 boy J 7 girl).

MATERIALS

Aud-A-Ball. American Foundation for the Blind; New York, New York

Auditory Perception Training. Developmental Learning Materials; Niles, Illinois

Buzzer Board. Developmental Learning Materials; Niles, Illinois

Child's World of Sounds. (Record) Bowmar Company Inc.; Valhalla, New York

Familiar Sounds. Developmental Learning Materials; Niles, Illinois

First Sound Discrimination Set. Dick Blick; Galesburg, Illinois

Fundamentals of Sound. Beckley-Cardy; Chicago, Illinois

Let's Listen - Auditory Training Records. Ginn & Company; Waltham, Massachusetts

"Listen and Think". American Printing House for the Blind; Louisville, Kentucky

Meet Mr. Mix-Up. Kimbo Records; Deal, New Jersey

Rhythm Band. Developmental Learning Materials; Niles, Illinois

Second Sound Discrimination Set. Dick Blick; Galesburg, Illinois

Sounds. Educational Record Sales; New York, New York

Sound Boxes. Daigger & Company Inc.; Chicago, Illinois

Sound Experiments. Beckley-Cardy; Chicago, Illinois

Sound Records. Folkways Scholastic Records; Englewood Cliffs, New Jersey

Stethoscope. Constructive Playthings; Kansas City, Missouri

Talking Book Machine. American Printing House for the Blind; Louisville, Kentucky

Tape Recorded. American Printing House for the Blind; Louisville, Kentucky

Wooden Sounds. Creative Playthings. Beckley-Cardy; Chicago, Illinois

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Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

Office of the Superintendent of Public Instruction. Listening Skills Manual for Visually Impaired Students. Illinois: Office of the Superintendent of Public Instruction, 197.

Russell David & Elizabeth. Listening Aids Through the Grades. New York: Teachers College, Columbia University, 1959.

Schneider, Leo. You and Your Senses. New York: Harcourt, Brace and World, Inc., 1956.

Stocker, Claudell. Listening for the Visually Impaired. Springfield: Charles C. Thomas, 1973.

University of Oklahoma Health Sciences Center. Audition. Oklahoma: South Central Region for Services to Deaf-Blind Children.

Wagner; Hosier and Blackman. Listening Games. New York: MacMillan Co., 1960.

SOUND LOCALIZATION

ACTIVITIES

Sardines

The teacher hides a sound source (i.e. loudly ticking alarm clock), and allows the students to locate it by sound. As each youngster locates the clock he does not stop the game but keeps silent as each succeeding youngster locates the clock or the first person finding the clock. All children are crammed into a small space - hence the name "sardines." The first person to locate the clock hides the clock the following time.

Steal the Bacon

The teacher assigns number to students in two opposing lines. On the command of "ones" - "twos", or any other number call these two youngsters go to the area between the teams and attempt to "steal" the bacon placed in the middle. If they are the first to "steal" the bacon, they run back to their team without being caught. Each successful steal is a point for his team. The "bacon" should be an audible sound source.

Find the "Beep Ball"

One student is chosen to hide a sound source (beep ball). The rest of the students attempt to locate the ball. The first one "finding" it is the next person to hide it.

Dog and Bone

This is a circle game with one player in the center as "master" with an audible sound source near him. A player designated by the teacher attempts to capture the "bone" without being heard. If the master hears a sound, he points in that direction and says "dog". That player must then go back. The first player to capture the bone becomes the new "master."

Cricket Tag

One student is "It" and is given a "cricket" or other such noisemaker to click as he moves about in a gym like area. All other students attempt to catch him as he moves about with the cricket sounding each time he moves.

Dropped Object

The teacher or student drops an object (pencil, coin, etc.). The student tries to find it by location of sound from where it dropped and, if possible, identify what was dropped.

Bean Bag Toss

Students are lined up in two rows and given a bean bag to toss into a large container from a distance of 5 - 10 - 15 - 20 feet. The teacher can be a sound source and give sound clues to each child. The team who gets most baskets "wins".

Object Perception

Place a large piece of cardboard, six feet by six feet, in front of the individual. Ask him to walk toward it and to stop directly in front of it. Have the students learn to walk as close to an object as possible without touching it. As skill increases, smaller objects can be used. A more advanced skill would be to listen for such things as doors, windows, stairs, corridors, trees, etc. Awareness through sound or lack of sound can be sharpened.

MATERIALS

Aud-A-Ball. American Foundation for the Blind; New York, New York

Audible Goal Locater. American Printing House for the Blind; Louisville, Kentucky

Lux Long Ring Timer. American Foundation for the Blind; New York, New York

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Frankel, Lillian & Godfrey. 101 Best Action Games for Boys. New York, New York: Sterling Publishing Company, 1968.

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III. TACTILE REFERENCE OUTLINE

A. Technical Aspects

1. **Recognition:** the ability to identify a surface or an object through the tactual sense whether using hands and/or feet.
2. **Discrimination:** the ability to make distinctions between various objects.
    a. Differences and similarities in shape, form, size, weight, texture, etc.
    b. Integrate and interrelate parts of the objects.
3. **Verification:** the ability to confirm the object tactually.
    a. Knowledge of the objects through explanation of its properties.
    b. Knowledge of the object through explanation of its purpose and how it is used.
4. **Perception:** ability to obtain knowledge of the object through one's senses.

B. Tools

1. Exploration of various objects
2. Raised Line Drawings
3. Tactual Maps

ACTIVITIES

Common Materials

A bag containing several items (ex.: potato, key, marble, cork, chalk, silk cloth, lead weight, ping pong ball, etc.) are passed around for all to investigate. The teacher asks the students to name all the items and enter into a discussion involving which items where hard, soft, metal, wooden, round, flat, edible, etc.

Surface Guess

Have the students identify surfaces with their hands and feet. With feet have him detect such items as rough, smooth, inclines, declines, concrete, blacktop, gravel, tile, etc. Knowledge can be verified auditorily and/or visually -- ex. footsteps sound louder and higher in pitch when walking on concrete as opposed to blacktop; blacktop looks darker, etc.

Clay Models

Have the students make objects that are round, square, flat, long, thin, short, fat, etc. They should be made solely through touch.

Touch and Tell

Each day place a different item in a box or bag. The student is to identify and describe it solely through touch. If necessary, the student should be blindfolded.

Texture Bag

Place a variety of different textured materials into a bag. Have the student choose a piece of material and tell what it is through touch.

Touch the Room

Have the student explore the room and as he does this he is to describe and identify various textures and objects. This also aids in familiarity with his surroundings.

Household Knowledge

Have a variety of household objects for the student to identify, name, explain the usage of the item and if feasible, to use it. This is all done through touch.

Temperature Containers

To understand the thermal differences have the student touch metal containers of varying temperatures.

Thermal Localization

An electric heater can be placed at various distances and angles from the student to help increase his thermal-tactual sense. This is useful in determining the direction of the sun, locating open doorways and cross corridors, or approaching an open intersection after passing a business block.

Water Fun

Have the students identify temperatures through water (hot, cold and mix warm through using hot and cold).

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Map Reading

The top of the student's desk can represent a map. A room can be represented by an empty box. Next add the doors and windows and one piece of doll furniture at a time to represent the real furniture. Abstract symbols can be used to represent furniture after the basic concept is understood. As the student progresses, the scale can decrease and the abstractions can increase.

Tactual Maps

Simple maps can be made out of wooden blocks and sticks (sticks can be the walls and blocks the furniture). A discussion following a walk in the neighborhood can lead to the elements of a city block. Sticks and blocks or magnetized boards and strips can also be used for this illustration. After familiarity, the elements can be converted into braille markings or raised lines.

Wet Fun

Have the students touch various "wet" materials (sand, mud, paint, flour, honey, pop, etc.) and identify them.

Shape Touch

Have the students identify a variety of shapes solely through touch. Begin with simple shapes (circle, square, etc.) and proceed to more difficult ones (octagon, hexagon, etc.)

Sandpaper Fun

Provide the students with a variety of sandpaper textures. Have them sort them from fine to rough texture.

MATERIALS

Blick's Tactile Sense Training Bridges. Dick Blick; Galesburg, Illinois

Chang Mobility Kit. American Printing House for the Blind; Louisville, Kentucky

Cylinder Blocks. Daigger & Company; Chicago, Illinois

Deluxe Numberite. Beckley-Cardy; Chicago, Illinois

Dimensional Concept Cylinders. Developmental Learning Materials; Niles, Illinois

Fabric Set. Daigger & Company; Chicago, Illinois

Feel and Match Textures. Lauri. Constructive Playthings; Kansas City, Missouri

Feel and Match Thicknesses. Lauri. Constructive Playthings; Kansas City, Missouri

Find and Recognize Objects by Touch. Dick Blick; Galesburg, Illinois

First, Second and Third Touch Boards. Dick Blick; Galesburg, Illinois

Fit A Size. Lauri. Dick Blick; Galesburg, Illinois

Flocked Alphabet Wall Cards. Ideal. Beckley-Cardy; Chicago, Illinois

Geometric Insert Board. Constructive Playthings; Kansas City, Missouri

Giant Number Cards. Ideal. Beckley-Cardy; Chicago, Illinois

Giant Textured Beads. American Printing House for the Blind; Louisville, Kentucky

Graphic Aid for Mathematics. American Printing House for the Blind; Louisville, Kentucky

Grooved Domino Blocks. Constructive Playthings; Kansas City, Missouri

Learn 'N Play Numbers. Ideal. Beckley-Cardy; Chicago, Illinois

Maps of the United States. American Printing House for the Blind; Louisville, Kentucky

Multi-Sensory Cubes and Spheres. Ideal School Supply Company; Oak Lawn, Illinois

Multi-Sensory Letters and Numerals. Ideal School Supply Company; Oak Lawn, Illinois

Pink Tower. Daigger & Company; Chicago, Illinois

Raised Illustration Books. Twin Vision; Tarzana, California

Roughness Discrimination Test. American Printing House for the Blind; Louisville, Kentuc

Shape-O. Tupperware; Orlando, Florida.

Shapes, Colors and Forms. Constructive Playthings; Kansas City, Missouri

Size-Graded Shapes Sets. Beckley-Cardy; Chicago, Illinois

Texture Perception Bag. Beckley-Cardy; Chicago, Illinois

The Broad Stair. Diagger & Company, Chicago, Illinois

Thermal Cylinders. Daigger & Company; Chicago, Illinois

Touch and Tell. American Printing House for the Blind; Louisville, Kentucky

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IV. OLFACTORY REFERENCE OUTLINE

A. Technical Aspects

1. Recognition: ability to identify various odors.
2. Discrimination: the ability to make distinctions between various odors.
    a. Know a particular place because of its odor.
    b. Know a particular food because of its odor.
    c. Know a particular object because of its odor.
3. Verification: the ability to confirm a particular odor.
    a. Taste may be used.
    b. Touch may be used.
4. Perception: the ability to obtain knowledge of the object through one's senses.

OLFACTORY MODALITY CHART FOR EVALUATION

Odor Source		Coffee	Gasoline			
Identify Odor						
Odor intensity	strong					
	faint					
Association with Place (specity)						
Distance of Odor	far					
	near					
Locate or Find Odor						
Discriminate (spoil, fresh, sweet, sour, etc.)						

ACTIVITIES

Smell and Cover

Have numerous small containers with particular odors to be identified in each. This can be a guessing game where each student smells the item and whispers or writes down his answer. The one with the most correct answers is the winner. Begin with familiar odors (onions, chocolate, tooth paste, etc.) and proceed to more difficult ones.

Fool Your Classmates

Have the students bring in containers with specific items to smell. They should attempt to "trick" their classmates with their odors.

Hunt 'N Sniff

Take the students for a walk through the school and see how many distinctive smells they can detect in the building. Discuss these and point out those they miss (cafeteria, pool, art room, Nurse's office, etc.).

Smell and Find

Place items with distinctive odors throughout the room. Have the students explore the room for the odor, identify it and find the particular item.

Team Guess

Have a variety of odors to identify. Give the same items to each team and the first to state the answer gains a point.

Unusual Odors

Have a variety of unusual odors for the students to identify (parsley, leather, specific flowers, etc.).

Family Odors

Have specific items that are related for the student to smell and identify (fruits, vegetables, spices, toiletries, etc.).

Community Identification

Take the students on a walk through the neighborhood business section. Have them identify places of business by their peculiar odor (shoe shop, gas station, bakery, cleaners, etc.).

Department Store Hunt

Take the students to a department store. Walk through the store and have them identify specific departments by their odor (paints, cosmetics, candy, tobacco, etc.).

Garden Knowledge

Take the student on a trip to a Conservatory or Outside Gardens to have them identify as many plants and flowers through odor as possible. Point out those they are not familiar with. (Note: The Chicago Park District has a 'Garden for the Blind" located at Garfield Park. There is a Nature Trail for the Blind at the Botanic Gardens in Glencoe).

MATERIALS

Fragrance Books. Constructive Playthings; Kansas City, Missouri

Instant Water Color Markers - Scented. Creative Publications; Palo Alto, California

Sanford's Fragrant Mr. Sketch Instant Water Colors. Beckley-Cardy; Chicago, Illinois

Scratch and Sniff Braille Books. Howe Press; Watertown, Massachusetts

Scratch and Sniff Books. Golden Press; Available in Book Stores

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V. GUSTATORY REFERENCE OUTLINE

A. Technical Aspects

1. Recognition: the ability to identify a particular product through its taste.
2. Discrimination: the ability to make distinctions between various edibles.
   - a. Characteristic distinctions : sweet, sour, salty, bitter.
   - b. Form distinctions: solid, liquid, gel.
   - c. Texture distinctions: chewable, hard, soft, etc.
   - d. Temperature distinctions : hot, cold, tepid.
3. Verification: the ability to confirm a particular taste.
4. Perception: the ability to obtain knowledge of the edible through one's sense.

V. GUSTATORY REFERENCE OUTLINE

A. Technical Aspects

1. Recognition: the ability to identify a particular product through its taste.
2. Discrimination: the ability to make distinctions between various edibles.
    - a. Characteristic distinctions : sweet, sour, salty, bitter.
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    - d. Temperature distinctions : hot, cold, tepid.
3. Verification: the ability to confirm a particular taste.
4. Perception: the ability to obtain knowledge of the edible through one's sense.

GUSTATORY MODALITY CHART FOR EVALUATION

Taste Source		Salt	Candy			
Identify Taste						
Characteristic	sweet					
	sour					
	bitter					
	salty					
Form	solid					
	liquid					
	gel					
Texture (specify)						
Temperature	hot					
	cold					
	tepid					

ACTIVITIES

Taste and Tell

Provide the student with only sweet items to taste. Have him identify the particular item. (Do the same with sour, bitter and salty products).

Taste Mix-Up

Provide the student with a mixture of items to be tasted. Have him identify the item and tell whether it is sweet (sugar), sour (lemon), bitter (coffee) or salty (salt).

Form Difference

Have the student taste the same product in various forms and see if he identifies them as the same or different. Example: coffee grounds vs. cup of coffee; jello powder vs. molded jello; cake mix powder vs. baked cake; lemon juice vs. lemon cake, etc.

Taste Check

Have each student taste the same product. They should whisper to you or write their answers as to identifying the product and its taste. The one with the most correct answers is the winner.

Place and See

After knowing the particular taste areas of the tongue have the students place a product on each taste area. For example: they place sugar on the bitter area and taste it; they place sugar on the salty area and taste it, etc. They are to identify the item each time (do not tell them it is the same product) and see if there is any taste difference. Another method is to change the product with each taste and see their response.

Family Taste

Have the students taste a variety of products of the same family (fruits, vegetables, breads, cheeses, etc.). They are to identify the item and its particular taste.

Student's Teach

Have the students bring a variety of products to sample as they test their classmates. Encourage them to bring unusual items and let them decide on the method of "testing" to use.

Note: For a different approach to the above activities have the student hold his nose while tasting.

MATERIALS

The teacher will need to provide materials depending on the specific activity. Due to spoilage of foods, commercial materials are not available.

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BASIC PRE-CANE SKILLS

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INTRODUCTION

The acquisition of basic orientation and mobility skills is an important aspect of the development of the visually impaired youngster's independence. The emphasis in teaching these basic skills in on performance and conceptual development. These compliment each other. If the child can perceive and understand object and spatial concepts and perform movement concepts, basic orientation and mobility skills will come more naturally because they will be meaningful and functional.

This section describes most of the basic orientation and mobility skills in the slide/tape script. There are thirteen slide/tape presentations available for short term usage through each Regional Area Learning Resource Center. For those unable to obtain the slide/tape presentation the script has been included for instruction. References are incorporated for further explanation. Some of the more basic skills have been illustrated for clarification.

Contents of the Mobility Aids Kit, which is part of this project, is included for reference.

A basic pre-cane checklist is incorporated for pre and post testing situations for each student.

This section provides the teacher with a useful and explicit guide for developing specialized training within their classroom. Most important, it allows for the youngster's growth in independence through practical experience and application. This allows for growth in independence through ability.

MOBILITY AIDS KIT

Three Mobility Kits are available, on loan, for the teacher's usage and for the opportunity of viewing and testing a variety of aids. The canes included are for the teacher's viewing and NOT for instructional purposes. The Orientation and Mobility specialist provides cane instruction. The kit includes the following materials:

Instructional Aids relative to Development of Orientation and Mobility Skills

- Compass
- Directional Aid
- Portable Audible Goal-Locator
- Aud-A-Ball (Soccerball)
- Chang Mobility Kit
- Canes
  - Typhlocane (long cane)
  - HyCor Cable Cane
  - Heavy Duty Folding Cane
  - Fiberglass Cane
- Sleeper Shades

Films*

American Foundation for the Blind: Not Without Sight.
American Foundation for the Blind: What Do You Do When You See A Blind Man.

*Note: The films are available separately from the Instructional Aids Kit.

PRE-CANE SKILLS CHECKLIST

OBJECTIVE	COMMENT
Sighted Guide Technique	
Narrow Opening/ Heavily Congested Areas	
Doorways	
Revolving Doors	
Up Stairs	
Down Stairs	
Escalator	
Seating	
Gymnasium/Auditorium Seating	
Upper Hand & Forearm Technique	
Lower Hand & Forearm Technique	
Trailing	
Squaring Off	
Locating dropped objects	

ORIENTATION AND MOBILITY SLIDE-TAPE PRESENTATION; SCRIPT

Instructional Materials Center
State of Illinois
Office of the Superintendent of Public Instruction

PRE-CANE SKILLS

Slide Tape Script

The numbers in parenthesis correspond to the specific slide to be shown.

(1) This slide-tape series, prepared by the Illinois Instructional Materials Center, Office of the Superintendent of Public Instruction, will provide a useful and explicit guide for developing specialized training in pre-cane skill within individual classrooms.

The roles of the classroom and special teacher can take one of two dimensions:

a) It can be acting as a supportive person to the orientation and mobility instructor to reinforce those skills already introduced and taught to the visually impaired student.

b) If no orientation and mobility instructor is available, the itinerant or resource teacher's role must be teaching those concepts and skills that will help the student become more prepared for later exposure to orientation and mobility under the direction of a specialist.

In order to develop basic pre-cane skills, one must have a thorough understanding of the terms orientation and mobility.

(2) Orientation is the process of establishing an awareness of one's position in relation to the environment and significant objects within the environment by utilizing the remaining senses, including any useful vision.

Mobility is the ability to move safely, efficiently, effectively, and comfortably from one place to another within the environment by utilizing the remaining senses, including any useful vision.

Now we will consider instruction of techniques basic to developing good, useful, pre-cane skills. The following slides will explore how the teacher can help students develop good basic skills.

Sighted Guide Techniques

(3) The basic sighted guide technique is the first skill level in preparing the student for independent movement. By working with a sighted person in a team travel situation, the visually impaired student learns concepts inherent to later travel techniques. The blind student should be encouraged to maintain an active role in the team use of a guide. (4) If the blind student must initiate contact with a guide, he should move his hand outward horizontally to locate and contact the sighted guide's elbow. If working with a sighted person familiar to guiding techniques, the sighted person should present his elbow to the blind person, perhaps by touching him lightly on the arm to make his general presence known. (5) Once the elbow is located, the blind person should grip the guide's arm. (6) The grip should be taken just above the elbow, thumb on the outside, fingers on the inside of the arm. (7) The grip should be firm, (8) but not so tight as to be uncomfortable; (9) the blind person's forearm is horizontal to the floor. (10) The guide is one-half step in front of the blind traveler, a position comfortable and workable for guide and student. With this positioning, the student-traveler can respond to the changes in movement, gradations and sudden stops by following the guide's arm movement. (11) For instance, when a guide steps down on a stair, the student-traveler will feel his own arm lower and therefore know that a decent has begun. In order to maintain security for the blind student, the guide should not leave him without positioning him by a wall, chair, or other stable obje and offering him explanation as to where he is located.

(12) The alignment of the guide and traveler should be such that the outside shoulder of the guide is directly in front of the inside shoulder of the traveler. (13) This offers protection to the traveler by his sighted guide. However, if the blind person frequently "runs into" the wall or other surfaces close to his unprotected shoulder, he can control his guide by firming his grip and gently moving the guide over, away from the obstacles. Through verbal comment and/or physical movement, the blind traveller may compensate for a poor or inexperienced sighted guide. (14) If the guide is working with a small youngster, it will be more comfortable if he takes the guides hand or grips the wrist of his guide, with thumb and fingers in the same position as described above. (15) If working with two students, the guide may take a student on each arm or have (16) the second student take the free arm of the first, (17) using basic sighted guide position.

(18) To develop good sighted guide skills, discussion of "adaptive" techniques should be included to allow for the development of safe and efficient team travel. One basic adaptation is to allow for passage through a narrow opening or a heavily congested area, without hindering movement and traffic flow. The sighted guide may initially give verbal information about the narrow opening or passage as it is approached. Both verbal and physical clues are initiated by the guide so that the student will move behind the guide, thus becoming entirely protected by the guide.

(19) From the normal sighted guide position, the guide extends his arm backward from the shoulder toward the small of the back. (20) The student, to move directly behind the guide, should then extend his arm at the elbow, placing himself one full step behind the guide. (21) He then moves directly behind the guide. (22) With this method, both guide and traveler can move with ease through a narrow or crowded situation. The student can move back into the "normal" sighted guide position after the guide again returns his arm to his side.

(23) Another adaptation of the technique used for narrow openings is used with

doorways. (24) In this approach, the guide verbally indicates which side of the door the hinges are on and which way the door opens, toward or away from the guide. (For example : "The door opens toward you, the hinges are on the left.") With this information, the position for traveling through narrow openings is assumed. (25) The guide will open the door, and the student, using the (26) back of his hand, will trail the door, (27) and assumes the responsibility for keeping it open, and then aid the guide by closing the door after the team has gone through. (28) It should be noted that the back of the hand or base of the wrist is used so the traveler' fingers will not get caught in the hinge opening. (29) Once through the door, and after closing it, the team reassumes normal sighted guide position to continue traveling. (30) It may be necessary for the guide to pause momentarily to allow the traveler time to close the door.

(31) If, however, the team approaches a closed door, and the traveler is on the opposite side to the hinges, a switch in positioning is necessary. (32) The guide indicates verbally which side the hinges are on, and if the door opens in or out. When the hinges are on the opposite side to the traveler, he must switch sides while movement progresses.

This change takes place using the following procedure (for illustrative purposes, the traveler is on the right side and the door opens toward the guide, hinges on the left). (33) In this illustration, the traveler brings his right hand up to contact the guide's right elbow. After contact and grip are made, the (34) left hand releases the guide's right elbow and trails across the back of the guide to the guide's left elbow. The right hand then (35) releases the guide's right elbow, trails across the back of the guide to the guide's left elbow. The traveler changes his position so that he is directly behind the guide and after releasing the left hand, his free arm is on the same side as the door hinges. (36) The normal grip is assumed with the guide's left arm. (37) The traveler's left hand is free to assist with the door. (38) With this procedure, contact is never lost with the guide, and (39) the traveler can reach for and locate the door with the back of his hand. Once through the doorway, the former sighted guide position can be reassumed by switching sides again, and travel is continued. It is important to maintain continuous contact with the guide.

(40) Another adaptation in traveling through doorways must be made in the use of revolving doors. (41) When traveling with a smaller youngster, the (42) guide will verbally indicate that the team will move into the same slot of the door, with the guide entering first. (43) The guide and traveler make the (44) 180° revolution, with the guide verbally indicating that (45) the "feel of a rush of air", (46) sound change and end of glass (47) are the clues for exiting from the door. (48) (49) When working with an older (larger) student, verbal instruction should be given regarding entering and exiting. The student will enter the revolving door with the guide following. (Awareness or air current changes, sounds and trailing curvature of the glass are essential to a successful independent exit.)

(50) When traveling up or down stairs, the guide should place the traveler closest to the hand railing. A verbal signal should also be given regarding an approach to stairs and whether they are ascending or descending. (51) At the stairs, the guide should pause slightly before making any up or down movement. Verbal information is very important in the beginning stages of training, as the new traveler may be quite fearful about ascending or descending stairs. (52) The sighted guide should remain one step ahead of the traveler when moving on the stairs. At the top or bottom of the stairs, the guide should again momentarily pause before continuing travel. (53) (54) If the stairs are irregular, i.e., wide, curving, of

varying width, etc., the guide should make verbal mention of this to the student. (The traveler should not kick the stair when ascending stairs and he may not require the use of the handrail.)

(55) An adaptation of stair travel would be necessary on an escalator. (56) As with stairs, the guide should hesitate, giving verbal clues to the upward or downward motion of the escalator. (57) As the student approaches the escalator he should put his hand lightly on the moving handrail to become accustomed to the speed of the escalator; (58) this grip will tighten when (59) he slides his foot onto the moving stairway. The guide (60) should verbally indicate when the ascent or descent is about to be completed, so safe (61) departure can be made. The levelling movement of the handrail and the coming together of the steps will provide additional information to the student.

(62) When moving into a room or into any other situation that might require seating, the guide will take the student to an available chair. Having made a verbal indication, the guide will reach up and take the "grip hand" of the student, remove it from his arm, and place it on the back of the chair. (63) In this way, the guide keeps the student from making undesirable contact with the knees or shinbones. (64) With his free hand, the student can now explore the seat area of the chair to make sure it is clear of any objects, as well as make a determination of approximate seat height. (65) The student can then seat (66) himself. (67) If the chair is located in relation to a table or desk, the student should locate that table or desk before seating himself. (68) Having seated himself, the student should locate the edge of the table, move his hands outward on either side of his body along the edge of the table to make sure his body is squarely aligned with the table and that he is facing in the correct direction.

(69) Another adaptation in the seating procedure is made in gymnasium or auditorium seating. Upon entering the aisle, the student may be on the inside, closest to the seats. The student, by being on the inside is further protected, and (70) can maintain orientation by counting rows. The guide will also verbally indicate in what area and row seats are available. (71) When a choice is made, the team will enter the row with the guide leading (the method for (72) switching sides described (73) earlier could be employed (74) here. (75) The procedure for entering and exiting are identical.

Protective Techniques

(76) To further develop safe and independent movement in a familiar setting the young visually impaired child learns basic protective techniques and orientation procedures.

Upper body protection (upper hand and forearm technique) is used primarily when the student is walking by himself indoors. (77) The right or left arm is extended straight out, horizontal and parallel to the floor. (78) The forearm is brought to shoulder height to form an obtuse angle that is slightly more than 90° at the elbow. The palm of the hand is rotated outward, and held in a position (79) protecting the opposite shoulder. Fingers are loose and slightly flexed. (80) In this position, the upper body and head are protected, and the palm and forearm will detect most obstacles and prevent serious injury.

(81) Lower body protection is provided by the lower hand and forearm technique. (82) The right or left arm is fully extended downward, fingers pointing toward the floor. The palm of the hand is toward the body, with the back of the hand outward. (83) The hand and arm are centered in front of the body, approximately twelve inches away from the abdominal region. (84) The knees are loose and slightly bent to

provide further protection from objects such as tables, chairs, etc. (The (85) upper forearm and lower forearm techniques can be used (86) together for maximum protection in appropriate situations.)

(87) Trailing is another form of protection, as well as a method for maintaining orientation and locating objectives. The student's body is vertically parallel to a wall or other straight-lined object, so that one of his shoulders is four to six inches from the wall or surface to be trailed. (Either the right or left shoulder may be used, depending on the location of the wall in relation to the student.) (88) The arm is extended straight downward at the side, with the elbow slightly bent; however, (89) the hand is slightly ahead of the body by eight to twelve inches or at about hip height. (90) One of three basic hand positions may be employed, depending on the student's preference. The palm, back of the hand or finger can be used against the surface to be trailed. The fingers are always flexed to avoid injury; knuckles or fingernails may be lightly in contact with the surface to be trailed. (91) Trailing may be used with upper forearm protection and may also be used with intermittent contact with the surface to maintain good direction.

(92) Orientation can be obtained through two methods. One method, squaring off, assists in establishing a relationship and/or a direction by using walls, doors, or similar straight-lined objects. (93) Body parts such as the back, heels, and shoulders are placed "squarely" against the wall or object, with desired travel direction in mind. Initially, to understand squaring off and further assure "squareness", the (94) child may place both arms and hands against the surface. (95) Once proper body alignment is made, the student steps away from his base position maintaining a straight line of direction. (96) The second method is much like squaring off, (97) but more subtle. Again, however, direction taking is established by using a straight-

lined object. (desks, walls, shelves). The student stands in the same position used for trailing, with the hand in the same basic position. The hand is moved (98) forward along the surface of (99) the object in order to (100) extend an imaginary (101) line of travel (102) beyond that (103) object. (104) Once this directional line is established, the (105) student moves ahead on the projected course.

(106) Another adaptation of upper body protection comes into play when the student is being taught to locate dropped objects. The initial position used in upper body protection is assumed, but the elbow is brought in close to the body, with the hand moving six to twelve inches in front of the facial area to protect the face or avoid hitting the head. The palm faces outward with fingers spread apart. (107) The bend may be forward from the waist or downward from the knees. The student should conduct his search by using the sound clue given when the object was dropped. Having contacted the floor, the student will begin searching for the object. (108) There are three general search patterns to be used : (109) circular, (110) square, or (111) rectangular, depending upon the length and direction of strokes. The circular search pattern is most frequently used. With this method, the palm of the hand lightly but firmly contacts the floor, and movement is made in a circular, clockwise direction. As the search progresses, the circles grow larger, with overlapping areas covered by previous movements, until the object is located.

(112) Employment of basic protective skills and orientation methods are also used in room familiarization. As the team enters the room, an immediate reference point, such as the door, is established. (113) The guide should describe the perimeter of the room, noting all objects and fixtures, both movable and stationary while the student explores the given environment.

(114) Windows, light switches, etc., are noted, with operational instructions given if necessary. (115) After describing the peripheral arrangement the guide should point out the makeup of the center of the room. (116) Directions should be given from the reference point, such as the door, to the discussed object for location; thus the student maintains his orientation. (117) After being given appropriate verbal information about the room arrangement and walking (118) through the area with the guide, the traveler should be able to independently (119) locate specific points within the room.

The techniques illustrated and discussed in this slide-tape will allow the classroom teacher (either general or special) to help the young student develop good travel skills and mobility experience. Once he has developed these basic skills, the student will be ready to work with an orientation and mobility specialist in order to gain further independent travel ability.

ACTIVITIES

Provide the student with opportunities and situations to practice these skills under your instruction and with your supervision. This can be done in the school building and within the community. After you have laid the "groundwork" for these skills, use sighted classmates as guides (rather than yourself). This will benefit both the blind and sighted student. Parents should be involved as much as possible since these skills need to be reinforced at home.

REFERENCES

Michigan School for the Blind. Pre-Cane Mobility and Orientation Skills for the Blind. Michigan: Michigan School for the Blind.

Napier, Grace and Weishahn, Mel. Handbook for Teachers of the Visually Handicapped. Kentucky: American Printing House for the Blind, 1970.

Office of the Superintendent of Public Instruction: Mobility Training for the Visually Handicapped - A Guide for Teachers. Springfield: Office of the Superintendent of Public Instruction.

ILLUSTRATED* BASIC PRE-CANE SKILLS

Note: Permission was received from the American Printing House for the Blind, to reprint the illustrations used in the section.

*Napier, Grace and Weishahn, Mel. Handbook for Teachers of the Visually Handicapped. Kentucky: American Printing House for the Blind, 1970.

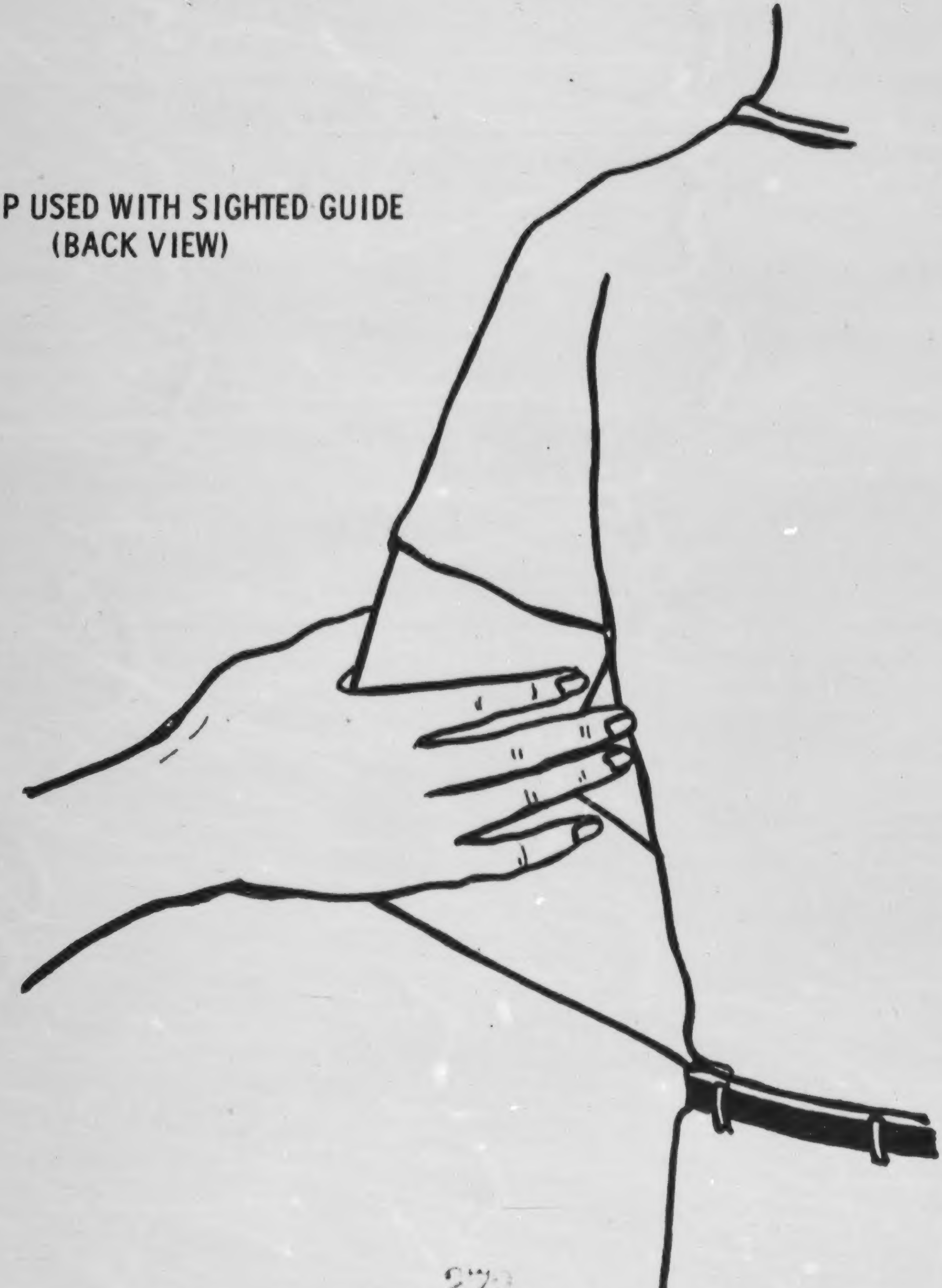
Thanks should also go to: Mr. W. Buck Schrotberger, Coordinator Instructional Materials Center, Greeley, Colorado; Mr. James Brienehan who formulated the illustrations and to Ms. Nancy Harris, Instructional Material Center, Illinois who adapted the illustrations.

SIGHTED - GUIDE TECHNIQUE

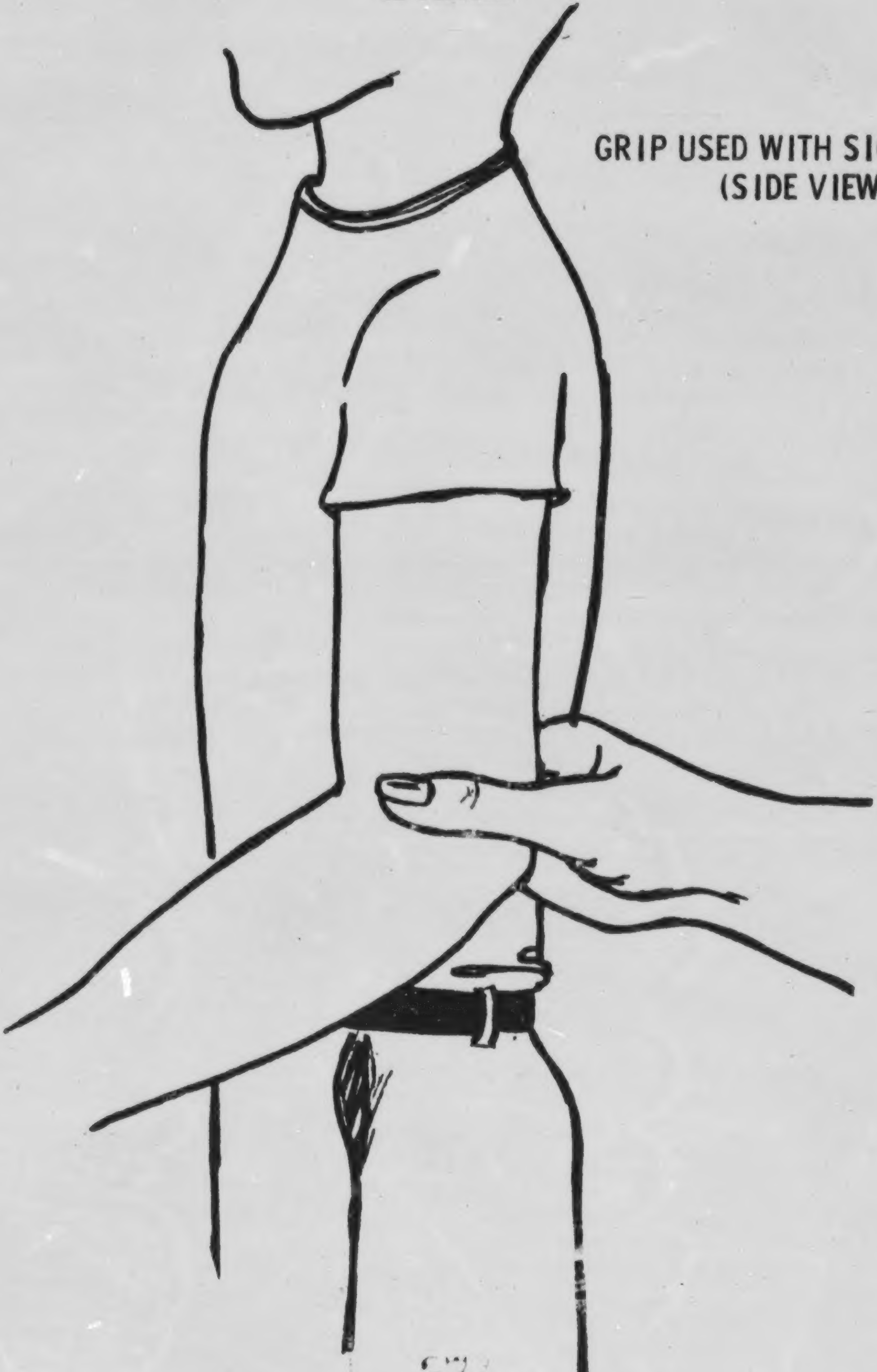
The blind student locates and makes contact with the sighted guide's elbow. The grip should be taken just above the elbow with thumb on the outside and fingers on the inside of the arm. The grip should be firm but not tight so as to be uncomfortable. The blind person's forearm is horizontal to the floor. The guide is one-half step in front of the blind traveller. The outside shoulder of the guide is directly in front of the inside shoulder of the traveller.

4A PICTURE

GRIP USED WITH SIGHTED GUIDE
(BACK VIEW)



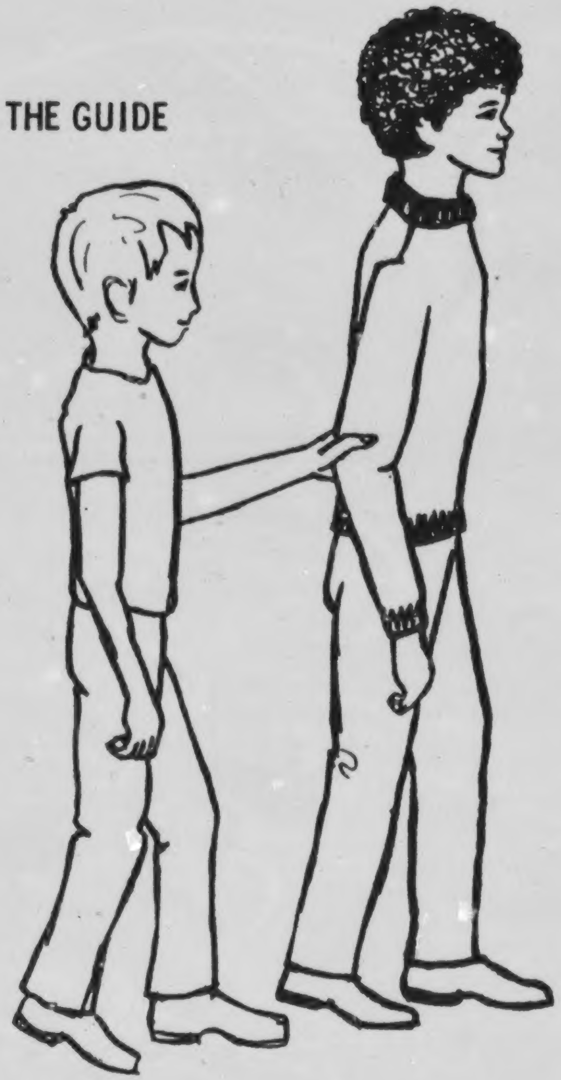
4B PICTURE



GRIP USED WITH SIGHTED GUIDE
(SIDE VIEW)

4C PICTURE

USE OF SIGHTED GUIDE



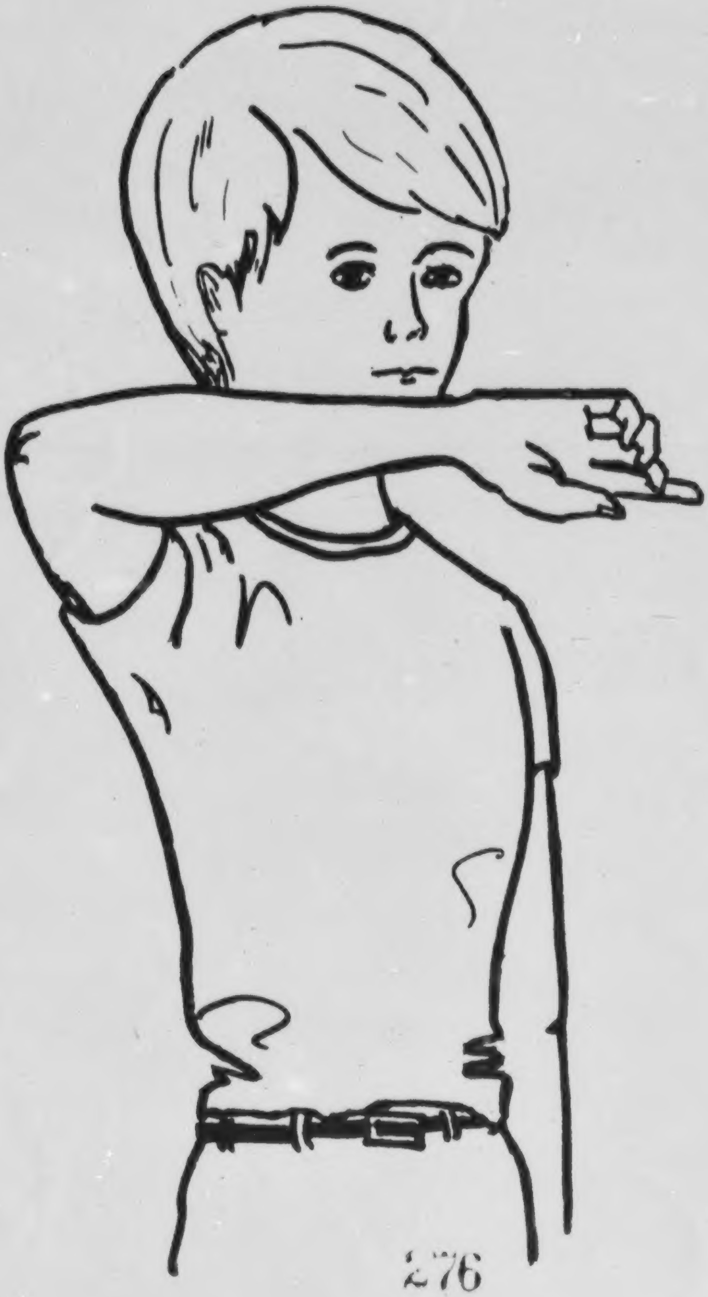
1/2 STEP BEHIND THE GUIDE

UPPER HAND and FOREARM TECHNIQUE

For upper body protection, the right or left arm of the blind student is extended straight out, horizontal and parallel to the floor. The forearm is brought toward the midline of the body to form an obtuse angle that is slightly more than 90° at the elbow. The palm of the hand is rotated outward, and held in position protecting the opposite shoulder. Fingers are loose and slightly flexed.

2A PICTURE

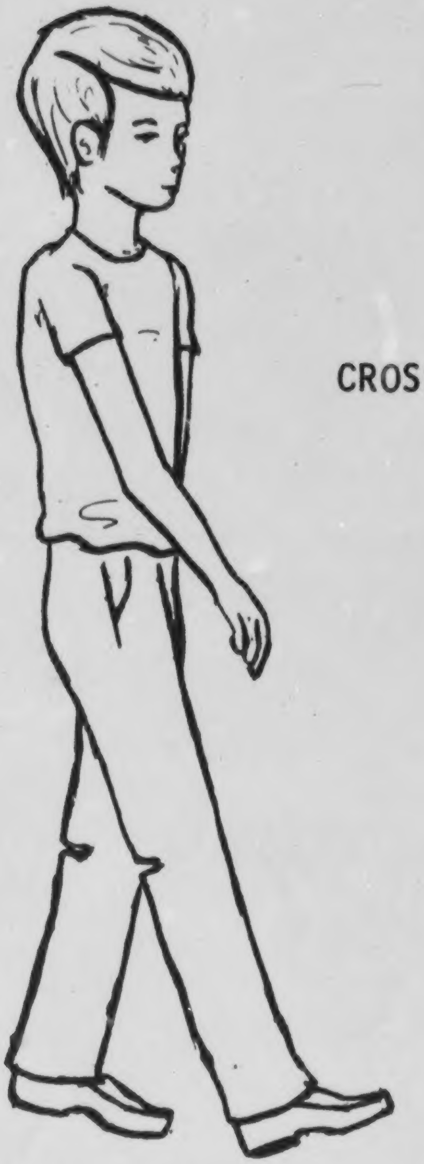
FOREARM TECHNIQUE
(PROTECT HEAD FROM HANGING OBJECTS)



LOWER BODY PROTECTION

The right or left arm is fully extended downward, fingers pointing toward the floor. The palm of the hand is toward the body, with the back of the hand outward. The hand and arm are centered in front of the body, approximately twelve inches away from the abdominal region. The knees are loose and slightly bent to provide further protection.

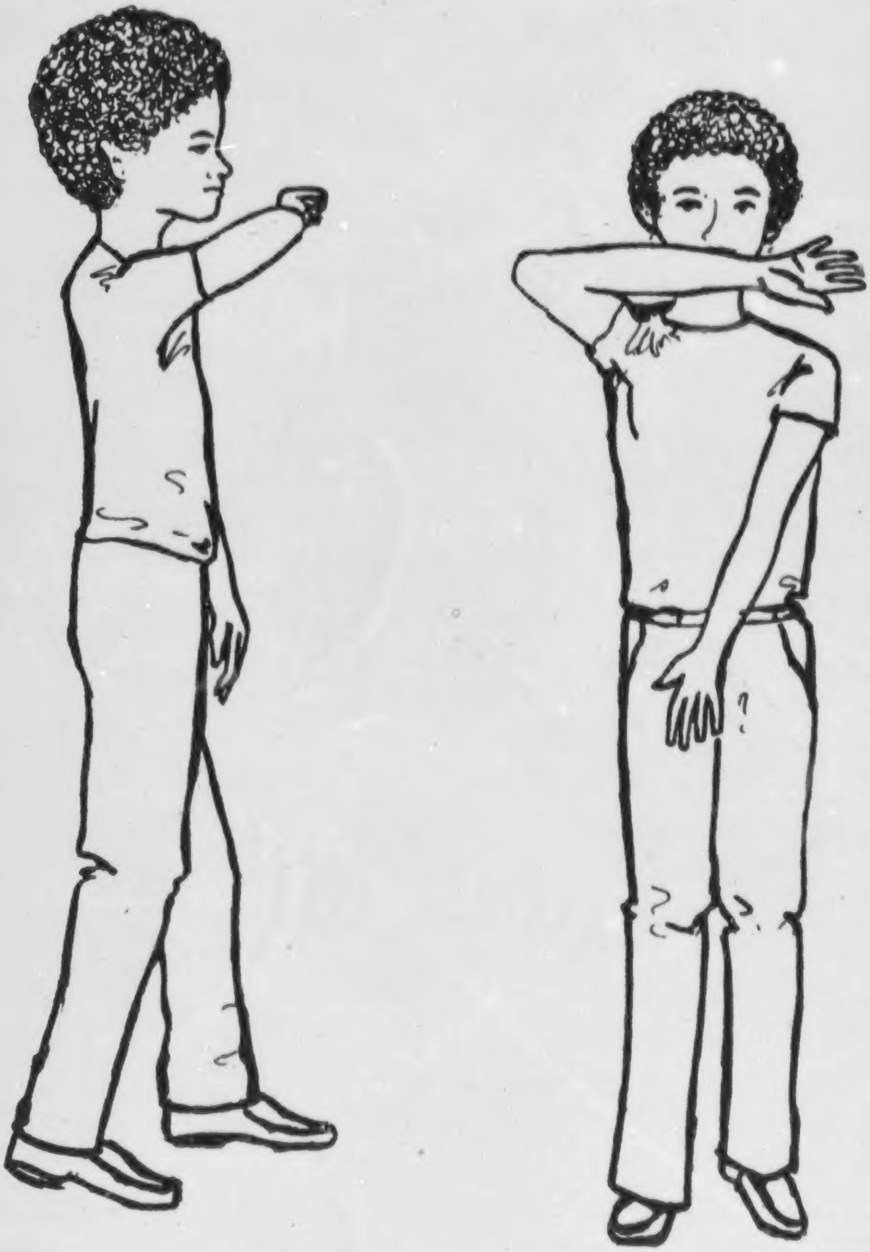
2E PICTURE



CROSS BODY (LOWER PROTECTION)

UPPER FOREARM and LOWER FOREARM TECHNIQUE

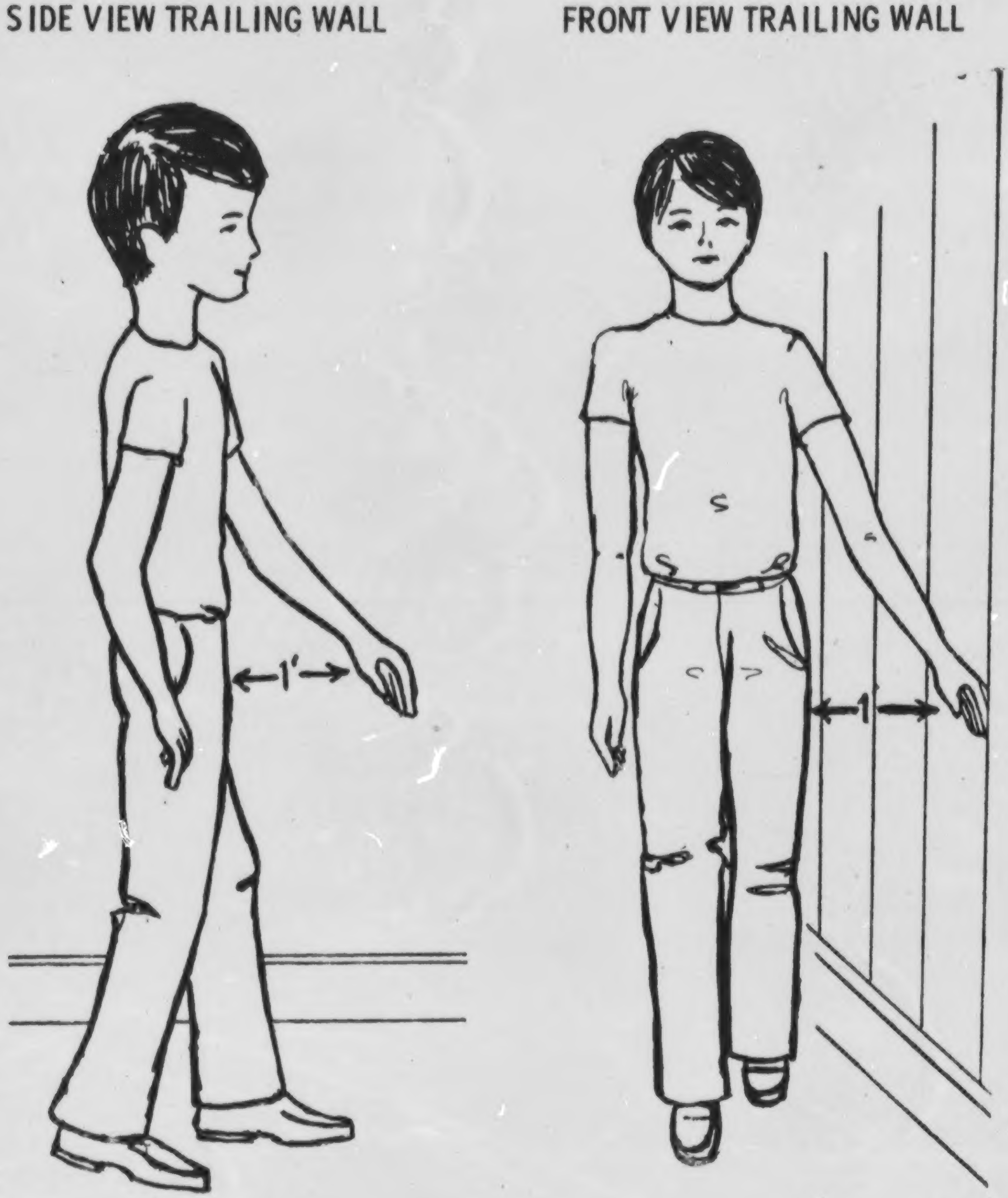
These two techniques are used together for maximum protection in appropriate situation.



TRAILING

The student's body is vertically parallel to a wall or other straight-lined object, so that one of his shoulders is four to six inches from the wall or surface to be trailed. The arm is extended straight downward at the side, with the elbow slightly bent; however, the hand is slightly ahead of the body by eight to twelve inches or at about hip height. The palm, back of the hand or fingers can be used against the surface to be trailed. The fingers are always flexed to avoid injury; knuckles or fingernails may be lightly in contact with the surface to be trailed. Trailing may be used with upper arm forearm protection and may also be used with intermittent contact with the surface to maintain good direction.

PICTURE 3A & B

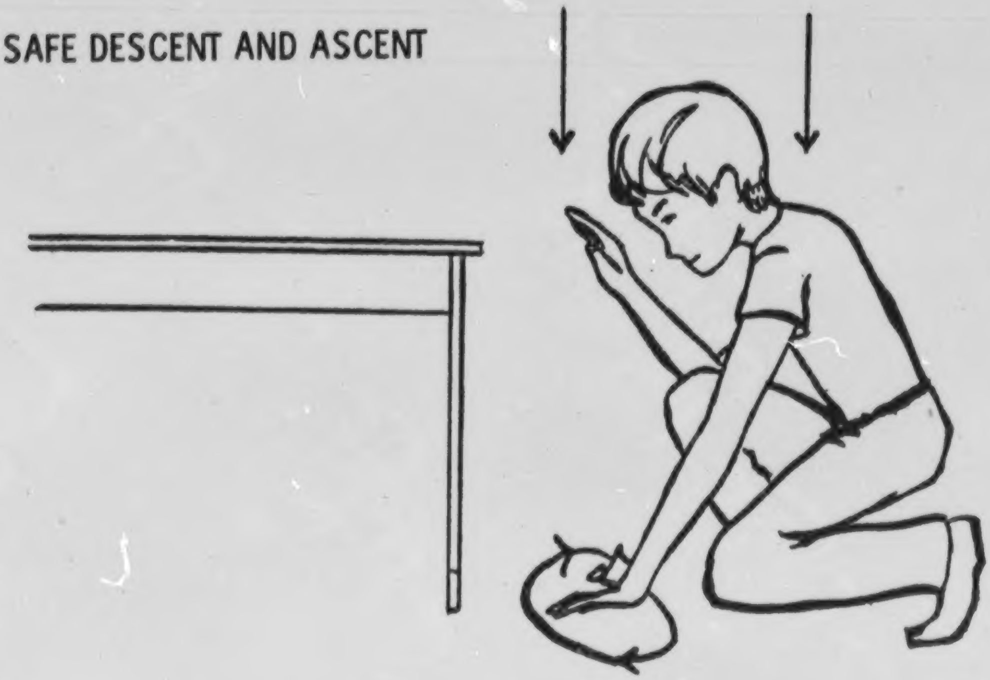

SIDE VIEW TRAILING WALL
FRONT VIEW TRAILING WALL
1'
1

LOCATING DROPPED OBJECTS

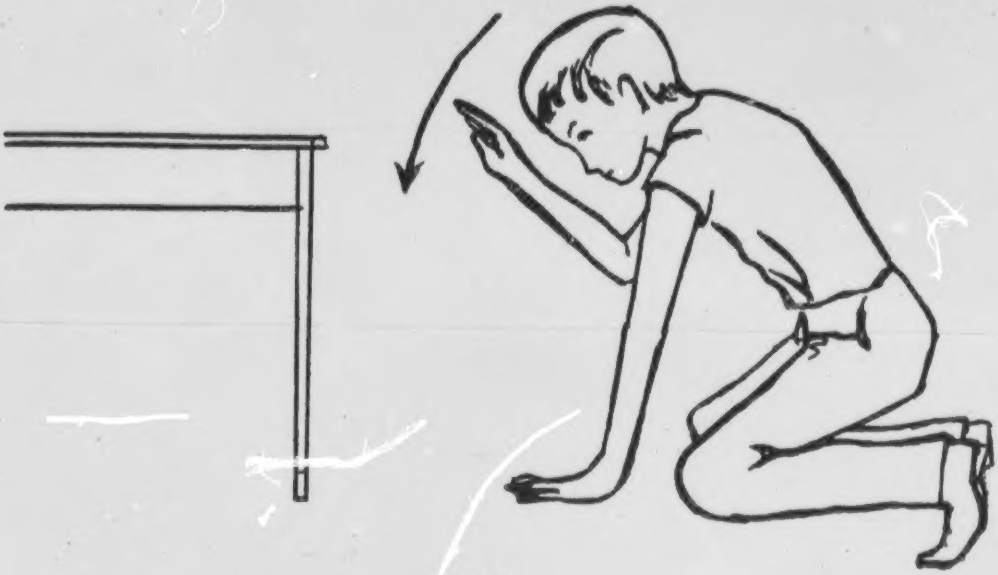
When a student drops an object, he should face his body in the direction of the sound. To locate the object, his elbow is brought in close to the body, with the hand moving six to twelve inches in front of the facial area to protect the face or avoid hitting the head. The palm faces outward with fingers spread apart. The bend may be forward from the waist or downward from the knees. Having contacted the floor, the student will begin searching for the object. The three general search patterns are circular, square or rectangular, depending upon the length and direction of the strokes. The circular search pattern is most frequently used. The palm of the hand lightly but firmly contacts the floor, and movement is made in a circular, counter-clockwise direction. As the search progresses, the circles grow larger, with over-lapping areas covered by previous movements, until the object is located.

PICTURE 1B & 1C

SAFE DESCENT AND ASCENT

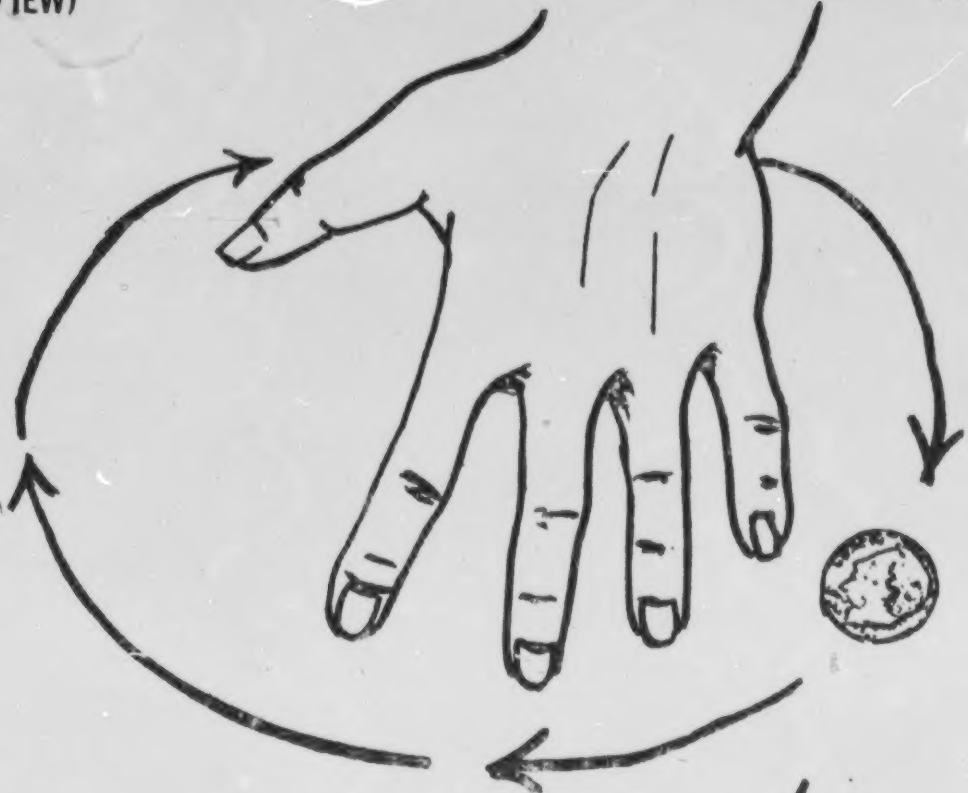


HANDS PROTECTS HEAD WHILE BENDING

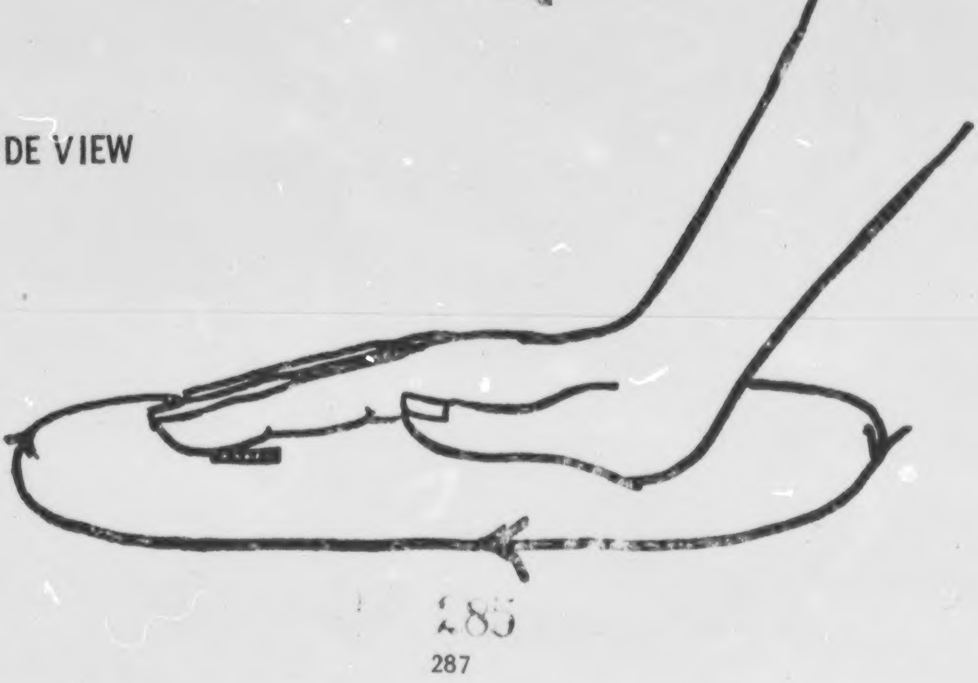


PICTURE 1D & 1E

CIRCULAR MOTION OF HAND WHEN SEARCHING
(TOP VIEW)



SIDE VIEW



GLOSSARY

Assessment: Evaluation of a specific skill.

Auditory Modality: Experiencing of one's environment through hearing.

Basic Abilities: The capacity to relate concepts to one's environment through identification, description, grouping, patterning, etc.

Basic Concepts: Primary impressions one obtains regarding size, weight, shape, texture, color location, etc. through utilization of one's senses.

Bend: To perform an axial movement in which the arms, legs, head or trunk are inclined forward, backward or sideward.

Body Image: Recognition of the parts of the body, how they operate and the ability to move efficiently through space.

Characteristics: Distinctive marks, features and qualities that distinguish one thing from another.

Climb: To raise one's body above ground level.

Clue: Any sound, odor, temperature, or stimulus which can be used by the visually impaired student to help him determine his position or direction.

Contrast: To bring out difference.

Copy: An imitation of an original.

Crawl: To move on hands and knees in a smooth, coordinated way.

Describe: To represent the features of.

Descriptive Activity: The teacher's direct statement to the student.

Direction Taking: The process of using an object or sound to establish a course of direction toward or away from an object.

Formal Evaluation: Specialized professional vision evaluation from opthamologist or optometrist.

Gallop: To move repeatedly in a rapid, rhythmical and unilateral manner.

Grasp: To reach and seize an object.

Group: A number of persons or things near, placed or classified together.

Gustatory Modality: Experiencing of one's environment through taste.

Hop: To spring from one foot and land on the same foot.

Identify: The ability to know or recognize an object.

Informal Evaluation: Vision evaluation by classroom teacher and other professionals working with a youngster.

Jump: To spring from one of both feet and land on both feet.

Kneel: To bend or rest on one's knee or knees.

Label: A paper card affixed to anything denoting its content, nature, ownership, etc.

Landmark: A familiar object or clue which has an exact and known location in the environment.

Lie Down: To assume a reclining position; to place for sleep.

Light Perception (LP): Knowledge of light changes; perceives light but doesn't localize.

Light Projection (PLL): Ability to distinguish and determine light source; localizes light in one or more visual quadrants.

Low Vision: Any functional degree of residual vision.

Maneuvering Activity: Basic instruction in working with the youngster in motor coordination.

March: To walk with an "exaggerated" knee lift.

Mobility: The ability to move safely, efficiently, effectively and comfortably from one place to another within the environment by utilizing the remaining senses including any useful vision.

Motor Coordination: The ability to perform muscular activities with skill and balance.

Object-Form Perception (HM): Beginning with ability to count fingers; progressive to identification of forms.

Object Perception: Perception of sound waves reflected by nearby objects.

Olfactory Modality: Experiencing on one's environment through smell.

Opthamologist: A physician, an M.D., who specializes in diagnosis and treatment of defects and diseases of the eye, performing surgery or prescribing treatment.

Optometrist: A licensed non-medical individual who specializes in examination of the eyes and prescription of glasses.

Order : Sequence; To systematize.

Orientation: The establishment of awareness of one's position in relation to the environment and significant objects within the environment by utilizing the remaining senses including any useful vision.

Partially Sighted: Measureable visual acuity within range of 20/70 to 20/200; in better eye after correction.

Pattern: A model, example or guide to imitate.

Peripheral Vision: Useful Field of perception or projection in one or more visual quadrants - limited or no central acuity.

Pull: To move an object toward ones' self.

Push: To move an object outward.

Residual Vision: Usable vision ranging from light perception to object perception, which would be sufficient to enable the individual to discriminate and recognize visually suitable materials.

Roll: To move by turning on an axis over and over.

Run: To propel ones' self forward in a pendulum type movement with a period of no support.

Scoot: To move forward with the aid of the arms while sitting on the floor with legs extended.

Sensory Modality: The method of experiencing one's environment through vision, taste, touch, smell and hearing.

Side-Step: To move to the side without turning the body or feet.

Sighted Guide Technique: The blind person's proper grasp just above the elbow of the sighted guide and the subsequent walk.

Sit: To rest on a seat or chair in an erect manner in normal position.

Skip: To move repeatedly in a bilateral manner consisting of a step and hop with an uneven rhythm.

Sort: To put into order persons or things having the same qualities.

Sound Localization: The ability to identify where the sound is emanating from, or at least the general locality.

Squaring Off: The process of positioning one's body in relation to an object in order to establish a new line of direction.

Stand: To be upright on the feet in an erect manner.

Stoop and Squat: To crouch in varying degrees.

Stretch: To move one or more parts of the body away from one another.

Tactile Modality: Experiencing of one's environment through touch and feeling.

Thermal Localization: The ability to identify where a temperature source is emanating from, or at least the general locality.

Throw: To propel an object by a forward thrust of the hand.

Trailing: The process of using the back of the fingers to follow a surface while maintaining a line of travel parallel to that surface.

Tunnel Vision: Central acuity of 20° or less in best eye after correction.

Twist: To move the body in a winding, spiral manner.

Visual Modality: Experiencing of one's environment through vision.

Walk: To move erect in a coordinated upright fashion without support by transferring the weight from one foot to another.

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CONCEPT WORD	DIRECTION	COMMENT
between	"Put the cup between the box and the block of wood."	
horizontal	"Hold the block of wood so that it is horizontal."	
vertical	"Hold the block of wood so that it is vertical."	
diagonal	"Hold the block of wood so that it is diagonal."	
parallel	"Place the two blocks of wood parallel to each other."	
perpendicular	"Place the two blocks of wood perpendicular to each other."	

W. MOVEMENT OF OBJECTS TO OBJECTS USING BASIC CONCEPT WORDS

Student should be sitting at a desk. He will use a box, two blocks of wood, a pencil, a cup and a pebble.

CONCEPT WORD	DIRECTION	COMMENT
front	"Put the cup in front of the box."	
back, behind	"Put the pencil in back of the box."	
right	"Put the cup to the right of the box."	
left	"Put the pencil to the left of the box"	
beside, to the side, sideways, along	"Put the block of wood beside the box."	
above, over, top, on top of	"Put the cup on top of the box."	
below, under, beneath, underneath	"Put the block of wood below the cup."	
bottom, top	"Put the bottom of the cup on the top of the box." "Put the bottom of the box on the top of the cup."	
on, upon	"Put the pencil on the box."	
in, into	"Put the pebble in the cup."	
out	"Take the pebble out of the cup."	
near, close	"Put the box near the block of wood."	
far, away	"Put the box far from the pencil."	
across, opposite	"Put the box across from the block of wood."	
level	"Hold the pencil level."	
slanted	"Hold the pencil so that it is slanted."	
middle, center	"Place the box in the middle of the desk."	

CONCEPT WORD	DIRECTION	COMMENT
around	"Move the chair around your body."	
middle, center	"Place the pebble in the middle of your palm."	
between	"Put the block of wood between your feet."	

V. MOVEMENT OF OBJECTS TO BODY USING BASIC CONCEPT WORDS

Student will use a chair, block of wood, lollipop and a pebble.

CONCEPT WORD	DIRECTION	COMMENT
front	"Put block of wood in front of your face."	
back, behind	"Put the chair in back of your body."	
right	"Put the chair on your right."	
left	"Put the chair on your left."	
beside, to the side, along	"Put the block of wood beside your ear."	
up, upon	"Put the block of wood upon your shoulder."	
above, over, on top of	"Put the block of wood above your head."	
bottom, below, under, beneath, underneath	"Put the block of wood on the bottom of your foot."	
on, upon	"Put the block of wood on your head."	
higher	"Hold the block of wood higher than your head."	
lower	"Hold the block of wood lower than your head."	
in, into	"Put the lollipop in your mouth."	
out	"Take the lollipop out of your mouth."	
near, close, next to, by, adjacent to	"Put the chair near your body."	
far, away	"Hold the block of wood far from your body."	
across, opposite	"Place the chair across from your body."	

CONCEPT WORD	DIRECTION	COMMENT
across, opposite	"Put your body across from the desk.	
around	"Walk around the chair."	
middle, center	"Place hand in the middle of the desk."	
between	"Put your body between the desk and the chair."	

U. MOVEMENT OF BODY TO OBJECTS USING BASIC CONCEPT WORDS

Student will use a desk, a chair and a block of wood

CONCEPT WORD	DIRECTION	COMMENT
front	"Stand in front of the desk."	
back, behind	"Stand in back of the desk."	
right	"Stand to the right of the chair."	
left	"Stand to the left of the chair."	
beside	"Stand beside the desk."	
up, upon	"Put your feet up on the desk."	
down	"Lay your head down on the desk."	
top	"Touch the top of your head against the chair."	
bottom	"Touch the bottom of your foot to the block of wood."	
above, over, on, on top of	"Hold your elbows above the desk."	
below, under, beneath, underneath	"Put your hands below the desk."	
higher	"Put your arm higher than the block of wood."	
lower	"Put your arm lower than the block of wood."	
in, into	"Put your hand in the desk."	
out	"Take your hand out of the desk."	
near, close, adjacent to, next to, by,	"Put your head near the chair."	
far, away	"Move your body far from the chair."	
toward	"Lean your head toward the desk."	

CONCEPT WORD	DIRECTION	COMMENT
far	"Stand far from your partner."	
toward	"Move toward your partner."	
away	"Move away from your partner."	
across, opposite	"Move across from your partner."	
around	"Walk around your partner."	
level	"Move your head so that it is level with your partner's head."	
middle, center	"Move to the middle of the group."	
between	"Stand between two friends."	

T. MOVEMENT OF ONE'S OWN BODY TO ANOTHER PERSON'S BODY USING BASIC CONCEPT WORDS

CONCEPT WORD	DIRECTION	COMMENT
front	"Stand in front of your partner."	
back, behind	"Stand in back of your partner.	
right	"Stand to the right of your partner."	
left	"Stand to the left of your partner."	
beside	"Stand beside your partner."	
up	"Hold your partner's leg up."	
down	"Hold your partner's arm down."	
top	"Touch the top of your partner's foot."	
bottom	"Touch the bottom of your partner's foot."	
above, over, on top of	"Put your elbows above your partner's shoulders."	
below, under, beneath, underneath	"Put your hands below your partner's feet."	
on upon	"Put your hands on your partner's knees."	
high, higher	"Hold your partner's hands high in the air."	
low, lower	"Place your partner's head low."	
stop, wait	"Stop your partner from swaying."	
go, leave	"Go with your partner."	
come	"Come with your partner."	
in	"Put your hand in your partner's."	
out	"Take your hand out of your partner's"	
near, close, next to, by, adjacent to	"Stand near your partner."	

CONCEPT WORD	DIRECTIONS	COMMENT
come	"Come to me."	
in, into	"Put your fist in your hand."	
out	"Take your hand out of your pocket."	
near, close, next to, by, adjacent to	"Hold your hand near your side."	
far	"Put your legs far apart."	
toward	"Lean your head toward your knees."	
away	"Move your arm and hands away from your body."	
across, opposite	"Point to the body part across from your ear."	
around	"Move your hand around."	
level	"Make your whole body level."	
slanted	"Make your whole body slanted."	
halfway	"Bend halfway to the floor."	
middle, center	"Point to the body part in the middle of your face." (nose)	
between	"Put your head between your legs."	
horizontal	"Move so that your whole body is in a horizontal position."	
vertical	"Move so that your whole body is in a vertical position."	
diagonal	"Move so that your whole body is in a diagonal position."	
parallel	"Move your arms parallel to each other."	
perpendicular	"Move your arms perpendicular to each other."	

S. MOVEMENT OF ONE'S OWN BODY USING BASIC CONCEPT WORDS

Have student stand for this exercise

CONCEPT WORD	DIRECTION	COMMENT
front	"Put your hand in front of your face."	
back, behind	"Put your hands in back of your neck."	
forward	"Bend your body forward."	
backward	"Bend your body backward."	
right	"Touch your right knee with your right hand."	
left	"Touch your left hand to your left ear."	
beside, to the side, sideways, along	"Put your arm beside your leg."	
up	"Hold your hand up."	
down	"Look down at the floor."	
top	"Show me the top of your head."	
bottom	"Touch the bottom of your foot."	
upward	"Point your finger upward."	
downward	"Point your finger downward."	
above, over, on top of	"Put your hands above your head."	
below, under, beneath, underneath	"Put your hands below your chin."	
on, upon	"Put your elbow on your knee."	
high, higher	"Hold your hand high."	
low, lower	"Hold your hand low."	
stop, wait	"Run, now stop."	
go, leave	"Go away."	

Identify Left Side of Another Person's Body

Have the student face a partner so that they are facing opposite directions. If the student has difficulty with laterality (other people facing them) demonstrate and instruct.

STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART	COMMENT
Touch your left hand to your partner's left shoulder	
Touch your left hand to your partner's right shoulder	
Touch your right hand to your partner's right knee	
Touch your right hand to your partner's left knee	
Touch your right hand to your partner's right toes	
Touch your right hand to your partner's left toes	
Touch your left hand to your partner's left elbow	
Touch your left hand to your partner's right elbow	
Touch your right hand to your partner's left leg	
Touch your right hand to your partner's right leg	

R. IDENTIFY RIGHT SIDE OF ANOTHER PERSON'S BODY

Have the student and his partner face the same direction.

STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART	COMMENT
Touch your left hand to your partner's left shoulder	
Touch your left hand to your partner's right shoulder	
Touch your right hand to your partner's right knee	
Touch your right hand to your partner's left knee	
Touch your right hand to your partner's right toes	
Touch your right hand to your partner's left toes	
Touch your left hand to your partner's left elbow	
Touch your left hand to your partner's right elbow	
Touch your right hand to your partner's left leg	
Touch your right hand to your partner's right leg	

Q. MOVEMENT OF ONE'S BODY TO THE RIGHT AND TO THE LEFT

Ask the student, and instruct if necessary, to perform the following body movements to the right, then to the left, and finally mixed, to the right and to the left.

MOVEMENTS	RIGHT	LEFT	R/L	COMMENTS
turn				
twist				
pivot				
sidestep				
slide				
dodge				
leap				
bend				
stretch				
lean				
fall				
throw				
kick				

PLACE OBJECTS TO THE RIGHT AND TO THE LEFT OF THE BODY

Ask the student to place objects to the right and to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

OBJECT	L	R	COMMENT
chalk			
fork			
glass			
wallet			
sock			
pen			
jar			
tape			
picture			
candy			

P. PLACE OBJECTS TO THE RIGHT OF THE BODY

Ask the student to place objects to the right of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

OBJECT	COMMENT
ball	
pencil	
eraser	
spoon	
hat	
keys	
car	
plate	
crayon	
record	
scissors	

PLACE OBJECTS TO THE LEFT OF THE BODY

Ask the student to place objects to the left of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

OBJECT	COMMENT
book	
cup	
shoe	
doll	
paper	
sea shell	
game	
dish	
chair	

IDENTIFY OBJECTS AND OR SOUNDS TO THE LEFT OF THE BODY

Guide the student to the left of a series of objects and/or sounds to be identified.

OBJECT	QUESTION	RESPONSE	COMMENT
ball	"What is to the left of you?"	"ball"	
mitten	"What is to the left of you?"	"mitten"	
chair	"What is to the left of you?"	"chair"	
piano	"What is to the left of you?"	"piano"	
	"What is to the left of you?"		
	"What is to the left of you?"		
	"What is to the left of you?"		
	"What is to the left of you?"		
	"What is to the left of you?"		
	"What is to the left of you?"		

Place a series of objects and or sounds to the left of the student. Identify where they are.

OBJECT	QUESTION	RESPONSE	COMMENT
paper	"Where is the paper?"	"to the left of me"	
scarf	"Where is the scarf?"	"to the left of me"	
timer	"Where is the timer?"	"to the left of me"	
		"to the left of me"	
		"to the left of me"	
		"to the left of me"	
		"to the left of me"	

O. IDENTIFY OBJECTS AND SOUNDS TO THE RIGHT OF THE BODY

Guide the student to the right of a series of objects and/or sounds to be identified.

OJECTS	QUESTION	RESPONSE	COMMENT
window	"What is to your right?"	"window"	
drum	"What is to your right?"	"drum"	
table	"What is to your right?"	"table"	
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		
	"What is to your right?"		

Place a series of objects and/or sounds to the right of the student and have him identify where they are.

OJECTS	QUESTION	RESPONSE	COMMENT
cup	"Where is the cup?"	"to the right of me"	
bell	"Where is the bell?"	"to the right of me"	
		"to the right of me"	
		"to the right of me"	
		"to the right of me"	
		"to the right of me"	
		"to the right of me"	

RIGHT AND LEFT HANDS TO IDENTIFY RIGHT AND LEFT BODY PARTS

RIGHT/LEFT TO RIGHT/LEFT	COMMENT
Touch your right hand to your left shoulder	
Touch your left hand to your right knee	
Touch your right hand to your left ear	
Touch your left hand to your right elbow	
Touch your right foot to your left knee	
Touch your left hand to your right side	
Touch your right hand to your left eye	
Touch your left elbow to your right thigh	
Touch your right wrist to your left ear	
Touch your left foot with your right foot	
Touch your right hand to your left toes	
Touch your left thumb to your right arm	
Touch your right toes to your left heel	
Touch your left heel to your right heel	
Touch your right toes to your left leg	

LEFT HAND TO IDENTIFY LEFT SIDE BODY PARTS

LEFT TO LEFT	COMMENT
Touch your left hand to your left ear	
Touch your left hand to your left knee	
Touch your left hand to your left eye	
Touch your left hand to your left foot	
Touch your left hand to your left shoulder	
Touch your left hand to your left cheek.	
Touch your left hand to your left leg	
Touch your left hand to your left ankle	
Touch your left hand to your left side	
Touch your left hand to your left thigh	

RIGHT HAND TO IDENTIFY RIGHT SIDE BODY PARTS

RIGHT TO RIGHT	COMMENT
Touch your right hand to your right ear	
Touch your right hand to your right knee	
Touch your right hand to your right eye	
Touch your right hand to your right foot	
Touch your right hand to your right shoulder	
Touch your right hand to your right cheek	
Touch your right hand to your right leg	
Touch your right hand to your right ankle	
Touch your right hand to your right side	
Touch your right hand to your right thigh	

N. NAME AND IDENTIFY RIGHT AND LEFT SIDES OF THE BODY

Have the student lean the right part of his body against a wall. The teacher identifies specific body parts (by touching them) as the student feels them against the wall. (The student might also identify the body parts as the teacher or student touches them). The same procedure is used for the left side.

SIDE BODY PARTS	R	L	COMMENT
hair			
temples			
ears			
jaw			
neck			
shoulders			
arm			
upper arm			
elbow			
forearm			
wrist			
hand			
side			
waist			
hips			
leg			
ankle bone			
foot			

M. MOVEMENT OF ONE'S BODY

Ask the student, and instruct if necessary, to perform the following body movements forward, then backward and finally mixed, forward and backward.

MOVEMENTS	FORWARD (TOWARD)	BACKWARD (AWAY)	FORWARD BACKWARD	COMMENT
walk				
run				
march				
jump				
hop				
leap				
scoot				
crawl				
slide				
skip				
prance				
gallop				
roll				
bend				
lean				
fall				
push				
pull				
throw				
kick				

Place Objects in Front and in Back of the Body

Ask student to place specific objects in front and in back of his body. (Student can be standing, sitting in a chair, or lying on a mat to do these exercises).

OBJECT	COMMENT
pen	
fork	
hat	
paper clip	
glue	
chalk	
shoe	
truck	
triangle	
soap	

Place Objects in Back of the Body

Ask student to place specific objects in back of his body. (Student can be standing, sitting in a chair or lying on a mat to do these exercises).

OBJECT	COMMENT
paper	
crayons	
scarf	
handkerchief	
shoe	
scissors	
tape	
block	
magnet	
spoon	

L. PLACE OBJECTS IN FRONT OF THE BODY

Ask the student to place specific objects in front of his body. (Student can be standing, sitting in a chair or lying on a mat to do these exercises).

OBJECT	COMMENT
book	
bell	
record	
ball	
cap	
doll	
glove	
eraser	
cup	
rope	

Guide the student in back of a series of objects and sounds to be identified.

OBJECT	QUESTION	RESPONSE	COMMENT
desk	"What is in back of you?"	"desk"	
locker	"What is in back of you?"	"locker"	
window	"What is in back of you?" (note sun or breeze on back)	"window"	
sink	"What is in back of you?" (run water in sink)	"sink"	

Place a series of objects and sounds in back of the student and ask him to identify where they are.

OBJECT	QUESTION	RESPONSE	COMMENT
shelf	"Where is the book shelf?"	"in back of me"	
record player	"Where is the record player?"	"in back of me"	

K. IDENTIFY OBJECTS AND SOUNDS IN FRONT AND IN BACK OF THE BODY

Guide the student in front of a series of objects and sounds to be identified.

OBJECT	QUESTION	RESPONSE	COMMENT
chair	"What is in front of you?"	"chair"	
table	"What is in front of you?"	"table"	
easel	"What is in front of you?"	"easel"	
piano	"What is in front of you?" (strike note on piano)	"piano"	
door	"What is in front of you?" (open and close door)	"door"	

Place a series of objects and/or sounds in front of the student and ask him to identify where they are.

OBJECT	QUESTION	RESPONSE	COMMENT
book	"Where is the book?"	"in front of me"	
duck	"Where is the duck?" (squeak the duck)	"in front of me"	

NAME AND IDENTIFY BACK OF THE BODY

Have the student lean the back part of his body against the wall. The teacher identifies specific body parts by touching them as the student feels them against the wall. The Student might also identify the body parts as the teacher or student touches them.

BACK BODY PARTS	COMMENT
hair	
head (back of)	
neck	
back	
spine	
waist	
rear - bottom - seat	
leg	
thigh - upper leg	
calf - lower leg back	
ankle	
heel	

J. NAME AND IDENTIFY FRONT OF THE BODY

Have the student lean the front part of his body against the wall. The teacher identifies specific body parts by touching them as the student feels them against the wall. The student might also identify the body parts as the teacher or student touches them.

FRONT BODY PARTS	COMMENT
face	
forehead	
eyes	
eyebrows	
nose	
cheeks	
mouth	
lips	
chin	
neck	
throat	
chest	
breast	
stomach	
waist	
thigh - upper leg	
knee	
shin - lower leg front	
ankle	
toes	

I. MOVEMENT OF OBJECTS TO SPECIFIC BODY PARTS

OBJECT TO BODY PART	COMMENT
Put the cup to your mouth	
Put the hat on your head	
Put the telephone receiver to your ear	
Put the pencil in your hand	
Put the scarf around your neck	
Put the box on your lap	
Hold the carton next to your chest	
Hold the baby doll in your arms	
Put the ring on your finger	
Pull the table closer to your body	

H. MOVEMENT OF BODY AND SPECIFIC BODY PARTS TO OBJECTS

BODY PART TO OBJECTS	COMMENT
Lay your head on the table	
Put your back against the door	
Put your arm against the locker	
Put your shoulder against the chair	
Put your elbows on the table	
Put your nose against the window	
Put your feet up on the desk	
Put your eye against the keyhole	
Put your ear next to your wrist watch	
Put your heels against the wall	

G. MOVEMENT OF ONE'S OWN BODY PARTS TO TOUCH ANOTHER PERSON'S BODY PARTS

STUDENT'S BODY PART TO ANOTHER STUDENT'S BODY PART	COMMENT
Touch your hands to your partner's shoulder	
Place your back against your partner's back	
Touch your knees to your partner's knees	
Place your arm against your partner's arm	
Touch your toes to your partner's toes	
Put your rear against your partner's rear	
Touch your leg to your partner's leg	
Touch your heels to your partner's heels	
Touch your elbows to your partner's knees	
Place your head against your partner's stomach	

F. MOVEMENT OF ONE'S OWN BODY PARTS TO TOUCH OTHER BODY PARTS

BODY PART TO BODY PART	COMMENT
Touch your hand to your head	
Touch your ear to your shoulder	
Touch your chin to your chest	
Touch your elbows to your knees	
Touch your wrists to your ankles	
Touch your fingers to your toes	
Touch your hands (palms) to your thighs	
Put your ear to your wrist	
Touch your toe to your heel	
Touch your toes to your toes	
Touch your heels to your heels	
Put your chest to your lap	
Touch your arms to your legs	
Touch your toe to your thigh	
Touch your chin to your shoulder	
Touch your hand (back of) to your forehead	
Touch your shin to your calf	
Touch your knuckles to your back	
Put your foot on your knee	
Touch your nose with your thumb	

BODY PART	MOVEMENT	COMMENT
waist	bend rotate "waist high"	
hips and rear	twist shake rotate/circle	
leg and related parts	bend straighten/extend lower and raise swing rotate/circle together and apart hang from "knee high"	
foot and ankle	bend straighten/extend rotate/circle together and apart point	
toes	wiggle "point to your toe"	

BODY PART	MOVEMENT	COMMENT
shoulders	shrug	
	hunch	
	"shoulder high"	
	"I don't know"	
arm and related parts	bend	
	straighten/extend	
	lower/and raise	
	swing	
	rotate/circle	
	together and apart	
	hang from	
	hail a bus	
	wave traffic on	
hand and wrist	bend	
	rotate/circle	
	together and apart	
	clap	
	count	
	point	
	wait and stop	
	wave (hello/goodbye)	
	"shake your finger"	
	hand shake	
fingers	thumbs up	
	thumbs down	
	idea	
	point	
	number indication	
chest	"chest out"	
	"Look proud"	

E. MOVEMENT OF BODY PARTS

BODY PART	MOVEMENT	COMMENT
head	nod shake bow circle rotate drop tilt	
eyes	open close blink squint wink	
nose	wiggle wrinkle	
mouth	smile frown pout kiss smack grin puff up cheeks	
tongue	"stick out" make a sound with "tongue in cheek"	
chin	"chin on your chest" "keep your chin up"	

IDENTIFY PARTS OF AN ANIMAL	COMMENT
Touch the cat's ears	
Touch the cat's stomach	
Touch the cat's paws	
Touch the cat's head	
Touch the cat's tail	
Touch the cat's leg	
Touch the cat's whiskers	
Touch the cat's rear (bottom)	
Touch the cat's chest	
Touch the cat's back	
Touch the dog's hair	
Touch the dog's back	
Touch the dog's forehead	
Touch the dog's ears	
Touch the dog's tail	

IDENTIFY PARTS OF A MODEL OR DOLL	COMMENT
Touch the doll's head	
Touch the doll's legs	
Touch the doll's hands	
Touch the doll's fingers	
Touch the doll's elbows	
Touch the doll's back	
Touch the doll's feet	
Touch the doll's hair	
Touch the doll's mouth	
Touch the doll's nose	
Touch the doll's shoulders	
Touch the doll's stomach	
Touch the doll's knees	
Touch the doll's heel	
Touch the doll's toes	
Touch the doll's ankle	
Touch the doll's bottom (rear)	
Touch the doll's chest	
Touch the doll's neck	
Touch the doll's thumb	

D. IDENTIFY ANOTHER PERSON'S, A MODEL'S OR AN ANIMAL'S BODY PARTS

IDENTIFY PARTS OF ANOTHER PERSON	COMMENT
Touch your partner's head	
Touch your partner's shoulders	
Touch your partner's elbows	
Touch your partner's knees	
Touch your partner's back	
Touch your partner's shins	
Touch your partner's feet	
Touch your partner's nose	
Touch your partner's ears	
Touch your partner's wrists	
Touch your partner's chin	
Touch your partner's neck	
Touch your partner's index finger	
Touch your partner's forehead	
Touch your partner's arm	
Touch your partner's hair	
Touch your partner's hips	
Touch your partner's calf	
Touch your partner's ankles	
Touch your partner's hand	

C. IDENTIFY CLOTHING AND ACCESSORIES FOR BODY PARTS

BODY PART	FEMALE	MALE	BOTH	COMMENT
head	scarf	cap	hat	
nose			glasses	
ears	earrings			
neck	necklace	necktie	scarf	
wrist	bracelet		wrist watch	
hand			gloves mittens	
finger			ring	
chest and back	blouse dress	shirt	jacket coat sweater	
waist			belt	
leg	panty hose		pants slacks shorts	
foot			shoes socks	

B. IDENTIFY FUNCTION OF BODY PARTS

BODY PART	FUNCTION	COMMENT
hair	to protect the head from heat and cold	
eyes	to see with	
eyebrows eyelashes	to protect eye from dust and foreign particles	
eyelids	to protect eye from injury, to regulate light entering eye, to cleanse eye through blinking	
nose	to breathe and smell with	
ears	to hear with	
mouth	to eat, drink, and talk with	
teeth	to bite and chew with	
tongue	to help in eating and talking	
neck	to support head	
arm	to help in lifting and carrying, pushing and pulling, to help maintain body balance	
hand	to help grasp and hold objects	
spine	to help support in standing and sitting	
leg	to help support the body and aid in walking, running, etc.	
foot	to help support the body and aid in walking, running, etc.	

BODY PART	COMMENT
leg	
thigh - upper leg	
knee	
shin - lower leg front	
calf - lower leg back	
ankle	
ankle bone	
foot	
heel	
arch	
ball of foot	
toes	
skin	
bones	
muscles	

A. NAME AND IDENTIFY BODY PARTS

BODY PART	COMMENT	BODY PART	COMMENT
hair		elbow	
head		forearm	
face		wrist	
forehead		hand	
temples		palm	
eyes		back of hand	
eyebrows		knuckles	
eyelids		fingers	
nose		index-first-pointer	
nostrils		middle - big	
cheeks		ring	
cheekbones		little-pinkie	
ears		thumb	
earlobes		fingernail	
mouth		cuticle	
lips		chest	
teeth		breast	
tongue		stomach	
jaw		back	
chin		spine	
neck		sides	
throat		waist	
shoulders		hips	
arm		lap	
upper arm		rear-bottom-seat	

SIZE	small large smaller larger longer than shorter than inches feet yard mile length block
SHAPE	round square triangle flat irregular oval
TEXTURE	rough smooth soft hard dry wet warm cool hot cold
COLOR	names shades tints bright dull glossy light dark primary secondary tertiary
WEIGHT	light heavy medium pound ounce gram ton liquid measure
OCATION	classroom bedroom home school street sidewalk driveway
USE	cleaning tools wearing items edibles playing items cooking utensils bedtime items
OSITION	low high up down in front between next to across from on over near far distance of footage left right
OVEMEN	can be moved is moving stationary fast slow quick jerky smooth running skipping
TIME	hours minutes seconds weeks days months years morning day afternoon night
SOUNDS	loud soft harsh high low pitch frequency
TASTE	sweet sour bitter bland salty spicy
ODOR	sweet sour spicy stale fresh

CONCEPTS	ABILITIES								
	Identify	Describe	Label	Group	Sort	Order	Copy	Pattern	Contrast
Size									
Shape									
Texture									
Color									
Weight									
Location									
Use									
Position									
Movement									
Time									
Sounds									
Taste									
Odor									

Characteristics: small, large, smaller, larger, big, bigger than, longer than, shorter than, inches, feet, yards, mile, length of room, block, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	small, large	Given 2 balls, the student will respond to the direction: "hand me the large ball."	
Describing	inch, foot	Given a group of items of various sizes, the student will describe their measurement	
Labeling			
Grouping			
Sorting	small, medium, large	Given a box of various sized pegs, the student will sort them according to size	
Ordering			
Copying			
Patterning			
Contrasting	smaller than, bigger than	Given shoes, coats, etc. of children and adults, the student will contrast their size	

B. SHAPE

Characteristics: round, square, triangle, flat, irregular, oval, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying			
Describing	square	Given a cube or box, the student will describe its shape	
Labeling	round	Label or tag the objects in the room that are round	
Grouping			
Sorting	,square, triangle, round	Given a series of shapes, the student will sort according to shape	
Ordering			
Copying			
Patterning	round, square, triangle, oval	Given a bead pattern, the student will complete pattern using all beads given	
Contrasting			

C. TEXTURE

Characteristics: rough, smooth, soft, hard, dry, wet, warm, cool, hot, cold, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	dry, wet, cool, warm	Given sand (grass) to walk on, the student will identify its texture	
Describing	soft, hard	Given candy to eat, the student will describe whether it is soft (chewable) or hard	
Labeling	soft, hard	Given a variety of objects, the student will label according to soft, hard	
Grouping			
Sorting	smooth, rough	Given pieces of material (sand paper), the student will sort according to texture	
Ordering			
Copying			
Patterning			
Contrasting	differences of interior surface textures	Using a room and its many surfaces, the student will compare and contrast the textures and discuss the practicality of its function	

D. COLOR

Characteristics: names, shades, tints, bright, dull, glossy, light, dark, primary, secondary, tertiary colors, etc. (Students having light and dark residual vision might also benefit from these activities)

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	light, dark	Given light and dark shades of colors (construction paper), the student will identify light and dark	
Describing	primary, secondary, tertiary colors	Given these names, the student will describe the color combinations	
Labeling	names	Given the work "red" the student will collect all the objects in the room which are red	
Grouping			
Sorting	shades	Given a box of broken crayons, the student will sort the crayons according to color	
Ordering			
Copying			
Patterning			
Contrasting			

E. WEIGHT

Characteristics: light, heavy, medium, pound, ounce, gram, ton, liquid measure, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	1/2 pint, pint, quart, 1/2 gallon, gallon	Given these volume containers, the student will name the content of each	
Describing			
Labeling			
Grouping			
Sorting	light, heavy	Given six classroom items, the student will sort into two groups by weight	
Ordering	lightest, heaviest	Given a pan balance, weights, and objects of various metals, the student will sequentially order the objects beginning with the lightest	
Copying			
Patterning			
Contrasting			

F. LOCATION

Characteristics: would be found in...classroom, bedroom, home, school, community; on street, sidewalk, driveway, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	bathroom	Given the phrase "bathroom items", the student will identify items found in a bathroom	
Describing	bedroom, kitchen	Given a specific room, the student will describe items found in that room and their usage	
Labeling			
Grouping	yard, workshop, kitchen	Given a variety of tools, the student will tell where they are found	
Sorting			
Ordering			
Copying			
Patterning			
Contrasting	home, school	Given these locations, the student will discuss their differences	

G. USE

Characteristics: cleaning tools, wearing items, edibles, playing items, cooking utensils, bedtime items, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	cooking utensils	Given a kitchen tool, the student will identify it and verbalize its use	
Describing	cleaning tools	Given a variety of cleaning tools, the student will describe its purpose and how to use it	
Labeling	edibles	Given a variety of foods, the student will label or tag according to fruits, vegetables, etc.	
Grouping			
Sorting	wearing items	Given a box of clothing, the student will sort according to underwear, inside playclothes, outdoor garments, etc.	
Ordering			
Copying			
Patterning			
Contrasting			

H. POSITION

Characteristics: low, high, up, down, in front, between, next to, across from, on over, near, far, distance of footage, left, right, body height, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	low, high	The student will follow the directions of "Simon Says" (i.e., Simon Says, "bend low," etc.)	
Describing	on, under	Given objects, upon direction the student will place them on and under the table	
Labeling	shoulder high	Given the term shoulder high, the student will label all the items in the room which are this height	
Grouping			
Sorting			
Ordering			
Copying			
Patterning			
Contrasting	top, bottom, middle, left, right	Given a paper, the student will find the top, bottom, middle, left and right sides of the page	

I. MOVEMENT

Characteristics: can be moved, is moving, stationary, fast, slow, quick, jerky, smooth, running, skipping, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	slow, fast	Using his own body, the student will identify fast and slow movements	
Describing	smooth, jerky	Given these two concepts, the student will describe them	
Labeling			
Grouping			
Sorting			
Ordering			
Copying	skipping, running	Given a demonstrations, the student will repeat the movements	
Patterning			
Contrasting	manual, mechanical	Given 2 toy cars, one mechanically operated, the student will explain how the cars can be moved	

J. TIME

Characteristics: hours, minutes, seconds, weeks, days, months, years; morning, day, afternoon, night

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	days, weeks, months	Given "year" as a constant, the student will give equivalencies in days, weeks, months	
Describing			
Labeling	morning, afternoon, evening	Given the time of day, the student will label the hours of that period	
Grouping			
Sorting			
Ordering	morning, night	Given a series of personal items, the student will sequence them according to the time of their use	
Copying			
Patterning			
Contrasting			

K. SOUNDS

Characteristics: loud, soft, harsh, high, low, pitch, frequency, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	Specific types of loudness	Using an appropriate record, the student will identify car (train, plane, etc.) sounds such as: screech, roar of engine, etc.	
Describing	high, low	Given sounds, (guitar, piano), the student will describe the pitch	
Labeling			
Grouping			
Sorting			
Ordering			
Copying	loud, soft	Given a drum, the student will repeat a loud-soft beat which he hears	
Patterning			
Contrasting			

L. TASTE

Characteristics: sweet, sour, bitter, bland, salty, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	salty, bland	Given the same food salted and unsalted, the student will identify the salted food	
Describing			
Labeling	sweet, sour	Given three juices (orange, grapefruit, kool-aid), the student will label which are sweet and which are sour	
Grouping	spicy	Given three spicy products and one non-spicy product, the student will group the three that are similar	
Sorting			
Ordering			
Copying			
Patterning			
Contrasting			

M. ODOR

Characteristics: sweet, sour, spicy, stale, fresh, etc.

ABILITIES	SPECIFIC CHARACTERISTIC	ACTIVITY EXAMPLE	COMMENT
Identifying	sweet, spicy, fresh, etc.	Taken for a walk in the neighborhood, the student will identify a store by its specific odor	
Describing			
Labeling	stale, sweet	Given a variety of common foods, the student will label the food through smell	
Grouping	spicy, sweet	Given three samples of cinnamon and one of powdered chocolate, the student will group those which are spicy	
Sorting			
Ordering			
Copying			
Patterning			
Contrasting			

MOTOR COORDINATION CHECKLIST

OBJECTIVES	COMMENT	OBJECTIVES	COMMENT
Lie Down		Gallop	
Roll		Skip	
Scoot		Stretch	
Sit		Push and Pull	
Kneel		Twist	
Crawl		Bend	
Stand		Stoop and Squat	
Walk		Climb	
March		Grasp	
Jump		Throw	
Hop			
Run			
Side-Step			

VISUAL MODALITY CHART FOR EVALUATION

The teacher sets up the variables (ex. distance, illumination, figure ground contrast, etc) and the student identifies the object.

Object		Doll	Car			
Identify Object						
Distance	3 feet					
	5 feet					
	10 feet					
	20 feet					
Size (give dimension)						
Illumination	Bright					
	Average					
	Dim					
Figure-Ground Contrast	Color (specify)					
	High Contrast					
	Low Contrast					
Stationary						
Moving	Slow					
	Medium					
	Fast					

AUDITORY MODALITY CHART FOR EVALUATION

Sound Source			Clock	Piano	
Identify Sound Source					
Intensity	loud				
	soft				
Pitch	high				
	medium				
	low				
Position of Stationary Sound Source	front	North			
	back	South			
	right	East			
	left	West			
	high up				
	medium				
	low down				
Distance	3 feet				
	5 feet				
	10 feet				
	20 feet				
Move to Sound Source	forward				
	backward				
	sideways				
Identify Moving Sound Source					
Track or Follow Sound Source					

TACTILE MODALITY CHART FOR EVALUATION

Object		Book	Jacket		
Name Object					
Name and identify individual parts					
Identify: Shape (specify)					
Form	Changeable				
	Unchangeable				
Size	Large				
	Small				
Length & Width					
Weight	Light				
	Heavy				
Texture (specify)					
Thickness	Thick				
	Thin				
Temperature	Hot				
	Cold				
Ability to Integrate and Interrelate Parts					
Re-name Object					

OLFACTORY MODALITY CHART FOR EVALUATION

Odor Source		Coffee	Gasoline			
Identify Odor						
Odor intensity	strong					
	faint					
Association with Place (specity)						
Distance of Odor	far					
	near					
Locate or Find Odor						
Discriminate (spoil, fresh, sweet, sour, etc.)						

PRE-CANE SKILLS CHECKLIST

OBJECTIVE	COMMENT
Sighted Guide Technique	
Narrow Opening/ Heavily Congested Areas	
Doorways	
Revolving Doors	
Up Stairs	
Down Stairs	
Escalator	
Seating	
Gymnasium/Auditorium Seating	
Upper Hand & Forearm Technique	
Lower Hand & Forearm Technique	
Trailing	
Squaring Off	
Locating dropped objects	

GUSTATORY MODALITY CHART FOR EVALUATION

Taste Source		Salt	Candy			
Identify Taste						
Characteristic	sweet					
	sour					
	bitter					
	salty					
Form	solid					
	liquid					
	gel					
Texture (specify)						
Temperature	hot					
	cold					
	tepid					